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ABSTRACT

The North Carolina Competency Testing Program in reading, mathematics, and writing has been administered in all public schools in the state to students in grade 10 and those in grades 11 and 12 who had not previously passed this test. A total of 72,324 and 72,393 sophomores took the reading and mathematics tests, respectively, in 1988. The reading test was passed by 93.3% of high school sophomores, a decline of just over one percentage point from the passing rate in the 1985-1987 period. The mathematics test was passed by 89.7%, lower than the passing rates for 1982-1987, but higher than the rates for the 1978-1981 period. The most dramatic improvement in reading and mathematics occurred among Blacks and American Indians. In this third year of administration of the Competency Tests in writing, 87.2% of sophomores passed the writing objective test and 94.7% passed the writing essay test. This is lower than passing rates of 1987 for the objective test and higher on the essay test. The percentage of sophomores passing all four tests on the first attempt increased slightly over 1987. Data on students passing the tests, broken down by region, are summarized in 17 tables. (SLD)

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Update on Student Performance

in Reading, Mathematics, and Writing

1988

North Carolina Competency Test Program

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF TESTING
RALEIGH 27603-1212

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ACKNOWLEDGEMENTS

The North Carolina Competency Testing Program in reading, mathematics, and writing has been administered in all public schools in the state to tenth-grade students, and to eleventh and twelfth-grade students who had not previously passed.

Many individuals have worked to insure the success of the North Carolina Competency Testing Program. Among those instrumental in its planning and execution are members of the North Carolina Testing Commission and the State Board of Education, and personnel in the local education agencies and in the eight regional education centers. The assistance of the North Carolina School for the Deaf, the Governor Morehead School, the State Department of Human Resources, and Media and Technology Services of the State Department of Public Instruction is gratefully acknowledged.

Special appreciation goes to staff members of the following divisions of the State Department of Public Instruction who coordinated both the competency testing and the remediation programs: the Division of Mathematics, the Division of Communication Skills, the Division for Exceptional Children, and the Division of Testing Area.

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ABSTRACT

At the 1988 administration of the Competency Tests, 93.3 percent of the North Carolina public school sophomores (Class of 1990) who took the tests for the first time passed the reading test and 89.7 percent passed the mathematics test. The 1988 passing rate in reading declined by slightly more than 1 percentage from the passing rates for sophomores in the 1985-1987 period, but remains higher than the rates for juniors for the 1978-1983 period. The 1988 passing rate in mathematics is lower than the rates for the 1982-1987 period and higher than the rates for the 1978-1981 period.

Of non-exceptional sophomores, 95.6 percent passed the reading test and 92.0 percent passed the mathematics test in the 1988 administration. Approximately 99.7 percent of academically gifted students passed the reading test and 99.5 percent passed the mathematics test. Handicapped sophomores scored lower on the average than non-handicapped sophomores.

Historically, the most dramatic improvement on the reading and mathematics tests has occurred among black and American Indian students. Although the reading and mathematics passing rates for black students dropped by approximately 2.6 percentage points in the 1988 administration, the rates remain 10.8 to 13.6 points higher than at the initial administration in 1978. The percentages of American Indian students passing reading and mathematics are higher in 1988 than in 1987.

In this year of the third administration of the Competency Tests in writing, 87.2 percent of public school sophomores passed the writing objective test and 94.7 percent passed the writing essay test. The passing rate on the writing objective test is about 1.5 percentage points lower than the passing rate in 1987 and slightly higher than the 1986 rate. The passing rate on the writing essay test is 3.7 percentage points higher than in 1987 and 6.9 percentage points than in 1986.

Among non-exceptional students, 90.0 percent passed the objective test and 96.2 percent passed the essay test. Academically gifted students had the highest passing rates for both tests. Students with handicapping conditions scored lower on the average than non-handicapped sophomores.

The passing rate for American Indian students has improved substantially each year on both writing tests. The percentage of black students passing the writing objective test is 3.2 percentage points lower in 1988 than in 1987, but is 1.2 points higher than in the initial 1986 administration. The 1988 essay test passing rate for black students is 6.2 points higher than in 1987 and 9.3 points higher than in 1986.

In summary, although the passing rates for public school sophomores on the reading, mathematics, and writing objective tests declined by 0.9 to 1.5 percentage points in 1988, the passing rate on the essay test has improved dramatically during the past two years. The most substantial improvement on the essay test occurred among black and American Indian students. The percentage of sophomores passing all four Competency Tests on their first attempt increased slightly from 1987 to 1988.

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UPDATE ON STUDENT PERFORMANCE IN READING, MATHEMATICS, AND WRITING

Introduction

From 1978 to 1985, the North Carolina Competency Tests in reading and mathematics were administered to eleventh-grade students in public schools, federal schools, some nonpublic schools, and special schools across the state. In 1986, the testing program was administered to tenth-grade students and was expanded to include two writing tests: a writing objective test and a writing essay test.

The legislation creating the Competency Testing Program provides (1) that the Competency Tests be administered to students in North Carolina as a requirement for graduation; (2) that students who fail the tests be provided remediation; and (3) that students who fail one or more of the Competency Tests be retested. Special funds have been allocated to provide remediation to students who fail the tests or who are at risk of failing the tests. An important function of the Competency Testing Program is to provide diagnostic information for individual students so that appropriate remediation can be offered.

Students who are handicapped may qualify for modifications of the Competency Tests. Braille, large print, audio-cassette, or sign language (video cassette) versions of the tests are available. Handicapped students may mark in the test booklets or give verbal answers if the handicapping condition hinders marking on separate answer sheets. Handicapped students may qualify to take the tests in short time allotments over a period of several days. Students whose handicap prevents them from taking the tests may be excluded from the test administration; excluded students are not, however, eligible to receive high school diplomas.

This report presents results of the 1988 testing of public school students in North Carolina. Results for students taking the tests for the first time during the 1978-1987 period are included for comparison.

Summary statistics for extended day, federal, and special schools and community colleges may be obtained from the individual schools or from the Division of Testing, North Carolina State Department of Public Instruction; information about the performance of nonpublic schools may be obtained from the office of Nonpublic Education, Office of the Governor of North Carolina.

The Reading and Mathematics Tests

Results for Sophomores Taking the Tests for the First Time

Table 1 presents summary results for sophomores who took the Competency Tests for the first time in February, 1988. Of the 72,324 sophomores tested in reading, 93.3 percent passed. Of the 72,393 sophomores tested in mathematics, 89.7 percent passed. Table 1 also shows the average percentages of correctly answered items for each learning objective.

Table 2 presents passing rates for the 1988 sophomore testing and, for comparison, rates for junior or sophomore first-time test-takers during the 1978-1987 period. The percentage of sophomores passing the reading test this year is 1.1 points lower than the percentage of sophomores passing in 1987. The passing rate in mathematics is 0.9 percentage points lower than the rate for 1987. While the passing rates in reading and mathematics have improved since the initial administration in 1978, the passing rate in reading declined to its lowest point since 1983 and the passing rate in mathematics declined to its lowest point since 1981 (see Figure 1).

Percentages of black and American Indian students passing the tests have been lower than percentages for white students in every test administration since 1978; however, these groups have shown dramatic improvement over the period. In reading and mathematics, the 1988 passing rates for black students were more than 10 percentage points higher than in 1978, but were approximately 2.6 percentage points lower than in 1987. The percentages of American Indian students passing reading and mathematics are higher in 1988 than in 1987.

Passing rates vary widely across subgroups of handicapped students for every year for which data are available (see Table 2). For example, in the 1988 administration of the mathematics test, only 11.7 percent of the educable mentally handicapped sophomores passed while 67.6 percent of the visually impaired passed.

Passing rates for non-exceptional sophomores were 95.6 for the reading test and 92.0 percent for the mathematics test. Among academically gifted students, 99.7 percent passed the reading test and 99.5 percent passed the mathematics test. Combining all non-handicapped students, 95.8 percent passed reading and 92.4 percent passed mathematics.

TABLE 1

SUMMARY OF READING AND MATHEMATICS COMPETENCY TEST RESULTS FOR SOPHOMORES TAKING THE TESTS FOR THE FIRST TIME IN 1988

North Carolina Competency Test Program

State Report

Regular Public

February 1988

		Number Tested		READING COMPETENCY OBJECTIVES										MATHEMATICS COMPETENCY OBJECTIVES										Percent Passing	
		Read	Math	R1. Word Knowledge/Context/Abbreviations	R2. Following Directions	R3. Main Idea, Related Detail	R4. Classifying Information	R5. Drawing Inferences	R6. Drawing Conclusions	R7. Comparing and Contrasting Information	R8. Organizing Information	R9. Locating and Applying Information	R10. Interpreting Maps, Charts, Pictures	M1. Whole Numbers	M2. Fractions	M3. Decimals	M4. Percents	M5. Money Problems	M6. Measurement	M7. Geometric Ideas	M8. Solving Problems Using Maps, Tables, Charts	M9. Probability and Statistics	M10. Estimations	M11. Basic Processes	Reading	Mathematics
Total Group Tested																									
First Time Sophomores	State	72324	72393	92	90	90	91	92	92	83	94	91	92	96	80	88	79	80	81	70	81	64	56	70	93.3	89.7
Failed Reading or Math																									
Failed Reading	State	4873		62	82	74	64	65	62	48	72	64	62												0.0	
Failed Math	State		7478											85	49	60	39	50	53	42	50	15	38	30		0.0
Sex																									
Male	State	36165	36203	93	90	90	90	91	91	84	93	90	92	95	79	87	78	80	82	71	81	66	57	71	92.0	88.8
Female	State	36142	36173	91	90	91	91	94	92	82	95	92	92	96	81	89	80	81	80	69	81	62	55	70	94.6	90.5

TABLE 1, continued

North Carolina Competency Test Program

State Report

Regular Public

February 1988

		Number Tested		READING COMPETENCY OBJECTIVES						MATHEMATICS COMPETENCY OBJECTIVES													Percent Passing	
		Read	Math	R1. Word Knowledge/Context/Abbreviations	R2. Following Directions	R3. Main Idea, Related Detail	R4. Classifying Information	R5. Drawing Inferences	R6. Drawing Conclusions	R7. Comparing and Contrasting Information	R8. Organizing Information	R9. Locating and Applying Information	R10. Interpreting Maps, Charts, Pictures	M1. Whole Numbers	M2. Fractions	M3. Decimals	M4. Percents	M5. Money Problems	M6. Measurement	M7. Geometric Ideas	M8. Solving Problems Using Maps, Tables, Charts	M9. Probability and Statistics	M10. Estimations	M11. Basic Processes	Reading	Mathematics
Ethnic Group																									
American Indian	State	1133	1130	87	90	89	88	89	88	77	93	89	89	96	77	86	75	78	77	63	78	54	55	65	89.2	86.2
Black	State	20870	20904	86	89	88	86	88	87	74	92	87	86	94	74	83	71	73	73	61	72	49	51	58	85.8	79.6
White	State	49353	49388	95	90	91	93	95	94	87	95	93	95	96	82	90	82	83	85	74	85	71	59	76	96.6	94.0
Other	State	846	846	87	89	89	89	90	90	82	94	91	91	97	85	92	86	83	85	78	84	71	58	78	87.5	92.8
Exceptional Classification																										
None	State	62295	62371	93	91	91	91	93	93	84	95	92	93	96	81	89	80	81	82	69	82	65	57	71	95.6	92.0
Academically Gifted	State	3754	3754	99	91	92	97	98	98	95	98	97	98	98	95	97	96	90	95	93	95	93	62	93	99.7	99.5
Multi-Handicapped	State	24	23	66	80	77	68	71	62	56	73	75	71	79	50	57	43	46	55	46	45	29	34	34	37.5	21.7
Hearing Impaired	State	47	45	79	89	84	80	85	84	73	91	86	83	91	72	83	67	70	68	53	74	47	49	52	70.2	73.3

TABLE 1, continued

North Carolina Competency Test Program

State Report

Regular Public

February 1988

		Number Tested		READING COMPETENCY OBJECTIVES										MATHEMATICS COMPETENCY OBJECTIVES										Percent Passing	
		Read	Math	R1. Word Knowledge/Context/Abbreviations	R2. Following Directions	R3. Main Idea, Related Detail	R4. Classifying Information	R5. Drawing Inferences	R6. Drawing Conclusions	R7. Comparing and Contrasting Information	R8. Organizing Information	R9. Locating and Applying Information	R10. Interpreting Maps, Charts, Pictures	M1. Whole Numbers	M2. Fractions	M3. Decimals	M4. Percents	M5. Money Problems	M6. Measurement	M7. Geometric Ideas	M8. Solving Problems Using Maps, Tables, Charts	M9. Probability and Statistics	M10. Estimations	M11. Basic Processes	Reading	Mathematics
Visually Impaired	State	34	34	85	89	87	82	85	85	80	87	82	86	93	69	76	63	68	73	59	66	44	48	58	85.3	67.6
Speech/Language Impaired	State	44	44	70	87	82	79	77	77	69	88	82	83	95	74	85	75	72	76	64	71	54	52	59	56.8	79.5
Emotionally Handicapped	State	297	294	76	85	80	74	75	73	63	80	73	75	86	54	62	50	56	60	48	56	34	40	40	53.2	40.5
Orthopedically Handicapped	State	45	45	81	87	85	78	80	78	71	87	79	77	86	62	65	56	62	65	50	60	44	44	52	66.7	53.3
Specific Learning Disabilities	State	2174	2173	74	87	82	77	78	77	69	85	77	80	90	60	71	56	62	64	55	62	34	47	45	62.1	53.5
Other Health Impairment	State	0	0																							
Educable Mentally Handicapped	State	1035	1027	55	75	67	58	58	53	45	68	60	58	74	41	48	35	42	42	39	41	19	31	28	14.8	11.7
Not Coded	State	2531	2539	92	90	90	90	92	92	83	94	91	92	96	80	88	79	80	81	70	80	62	56	69	93.4	89.3

TABLE 2

THE NC COMPETENCY TESTS
READING AND MATHEMATICS: 1978-1988

PERCENTAGE OF FIRST-TIME STUDENTS PASSING READING

GROUP	1978	1979	1980	1981	1982	1983	1984	1985	1986
State	90.0	92.0	92.5	91.9	92.8	92.8	95.2	94.4	94.5
Ethnic Group									
American Indian	79.0	85.0	86.3	85.5	87.5	86.1	92.7	89.5	90.0
Black	75.0	79.0	81.1	80.2	83.2	82.8	89.0	86.6	88.0
White	96.0	97.0	97.4	97.1	97.2	97.1	97.9	97.6	97.2
Other	87.0	89.0	87.7	77.9	83.6	83.2	85.0	85.9	87.6
Parent Education									
8th Grade or Less	68.0	70.0	74.0	69.4	73.0	71.9	*	*	*
8th - 11th Grade	83.0	84.0	84.5	83.5	84.9	83.6	*	*	*
High School Graduate	93.0	94.0	94.3	93.6	94.2	93.8	*	*	*
More Than High School	98.0	98.0	98.4	98.2	98.4	98.2	*	*	*
Handicap									
No Handicap	**	94.0	94.9	94.8	95.8	95.9	97.6	96.7	97.1
Multihandicapped	**	40.0	43.6	42.0	42.3	42.3	52.0	34.1	26.9
Mentally Handicapped	**	17.0	18.7	17.6	19.9	18.3	27.8	20.9	20.4
Hearing Impaired	**	82.0	82.1	66.7	66.1	63.0	69.1	81.5	74.2
Visually Impaired	**	87.0	91.1	88.7	82.7	87.0	97.3	81.4	75.0
Learning Disabilities	**	66.0	69.7	64.4	67.6	65.7	72.2	69.8	66.5
Other Handicap	**	76.0	72.7	62.4	62.6	62.0	65.6	61.1	64.0

PERCENTAGE OF FIRST-TIME STUDENTS PASSING MATHEMATICS

GROUP	1978	1979	1980	1981	1982	1983	1984	1985	1986
State	85.0	89.0	89.4	89.4	90.0	89.9	93.8	91.5	92.9
Ethnic Group									
American Indian	72.0	79.0	79.4	78.1	83.1	80.8	90.9	88.0	90.0
Black	66.0	73.0	75.6	76.4	78.5	78.0	86.5	81.8	85.1
White	93.0	95.0	95.2	95.2	95.1	94.9	96.8	95.3	96.0
Other	87.0	93.0	94.0	91.4	91.2	92.1	91.3	90.8	91.9
Parent Education									
8th Grade or Less	60.0	67.0	68.8	67.6	69.9	68.2	*	*	*
8th - 11th Grade	76.0	79.0	80.4	80.2	81.0	79.8	*	*	*
High School Graduate	88.0	91.0	90.8	90.8	91.0	90.3	*	*	*
More Than High School	96.0	96.0	96.8	96.7	96.8	96.5	*	*	*
Handicap									
No Handicap	**	91.0	91.8	92.4	93.2	93.1	96.4	94.1	95.6
Multihandicapped	**	39.0	42.1	40.0	34.6	42.0	32.7	33.3	34.6
Mentally Handicapped	**	11.0	14.1	14.1	17.1	15.5	23.2	19.0	17.7
Hearing Impaired	**	79.0	80.0	82.6	77.0	75.9	72.7	76.9	75.8
Visually Impaired	**	87.0	87.3	88.9	80.8	81.2	94.6	84.7	70.6
Learning Disabilities	**	59.0	61.5	57.9	59.3	59.0	66.6	60.1	62.2
Other Handicap	**	68.0	67.7	67.6	58.2	49.6	58.3	51.9	52.2

Note. For the years 1978-1985, students took the tests for the first time in the fall of their junior year. In 1986 -1988, students took the tests for the first time in the spring of their sophomore year.
*Not collected in these years. ** Not reported in 1978.

TABLE 2, continued

THE NC COMPETENCY TESTS
READING AND MATHEMATICS: 1978-1988

PERCENTAGE OF FIRST-TIME STUDENTS PASSING READING

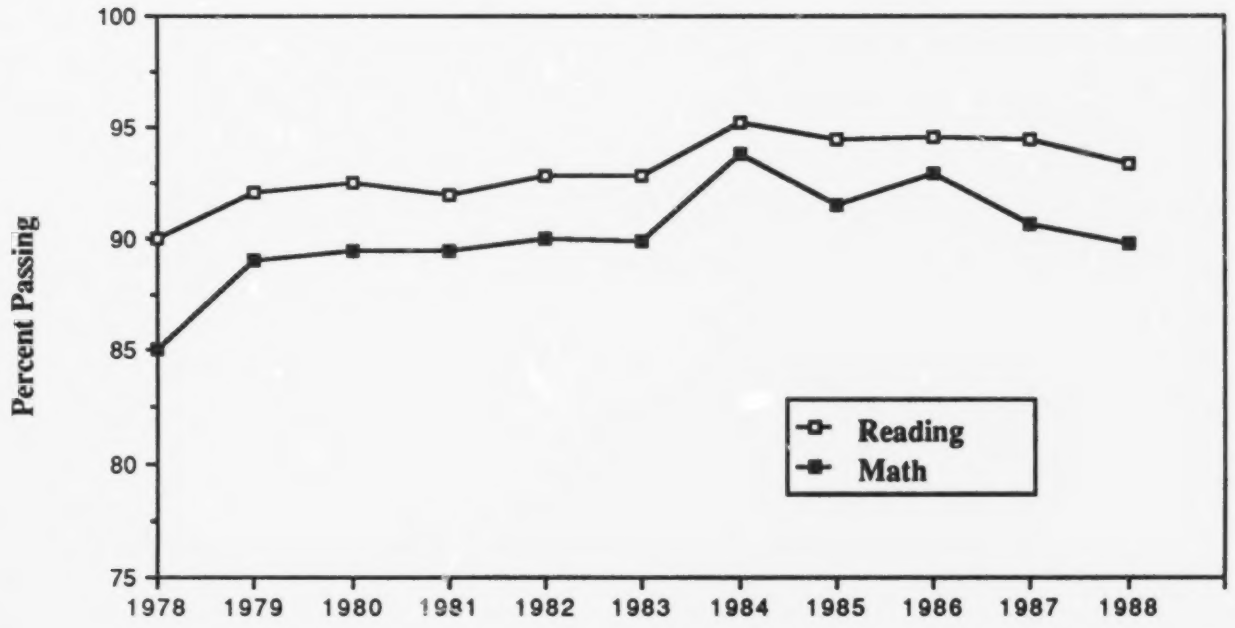
GROUP	1987	1988
State	94.4	93.3
Ethnic Group		
American Indian	88.3	89.2
Black	88.3	85.8
White	97.0	96.6
Other	88.2	87.5
Handicap		
Non-Handicapped	96.7	95.8
Handicapped	52.5	48.3
Exceptional Classification		
None	96.5	95.6
Academically Gifted	99.7	99.7
Multihandicapped	46.7	37.5
Hearing Impaired	72.4	70.2
Visually Impaired	83.8	85.3
Speech/Language Impaired	68.8	56.8
Emotionally Handicapped	60.6	53.2
Orthopedically Impaired	68.2	66.7
Learning Disabled	66.5	62.1
Educable Mentally Handicapped	17.5	14.8

PERCENTAGE OF FIRST-TIME STUDENTS PASSING MATHEMATICS

GROUP	1987	1988
State	90.6	89.7
Ethnic Group		
American Indian	84.6	86.2
Black	82.2	79.6
White	94.1	94.0
Other	91.9	92.8
Handicap		
Non-Handicapped	93.3	92.4
Handicapped	42.8	41.3
Exceptional Classification		
None	92.9	92.0
Academically Gifted	99.6	99.5
Multihandicapped	41.3	21.7
Hearing Impaired	75.9	73.3
Visually Impaired	76.5	67.6
Speech/Language Impaired	63.6	79.5
Emotionally Handicapped	41.6	40.5
Orthopedically Impaired	66.7	53.3
Learning Disabled	53.9	53.5
Educable Mentally Handicapped	15.0	11.7

FIGURE 1

PERCENTAGE OF FIRST-TIME STUDENTS PASSING THE NC COMPETENCY TESTS IN READING AND MATHEMATICS 1978-1988



NOTE: For the years 1978-1985, students took the tests for the first time in the fall of their junior year. In 1986-1988, students took the tests for the first time in the spring of their sophomore year.

Results for Juniors and Seniors

At the 1988 administration of the Competency Tests, 6,600 juniors took the reading test and 8,587 juniors took the mathematics test. Table 3 presents results for these students. Approximately 70.3 percent passed the reading test and 67.2 percent passed the mathematics test. Passing rates for juniors taking the tests for the first time are more than 30 points higher than rates for juniors who had taken and failed the tests in a previous administration.

At the 1988 administration, 3,255 seniors took the reading competency test and 3,701 seniors took the mathematics test. Passing rates for seniors taking the tests for the first time are considerably higher than those for seniors who had taken and failed the tests in previous administrations. Of the seniors who had taken the tests before, 46.4 percent passed the reading test and 48.3 percent passed the mathematics test.

Achievement on the Reading and Mathematics Tests

A minimum score of 87 (72.5 percent correct) is required to pass the 120-item reading test. A minimum score of 77 (64.2 percent correct) is required to pass the 120-item mathematics test. More than 86 percent of all North Carolina regular public school students, including juniors and seniors retaking the tests, scored at or above these points. Table 4 provides distributional information on student performance. Approximately 20 percent of all public school students taking the reading test scored at least 116 on the 120-item reading test. Almost 16 percent of public school students taking the 120-item mathematics test scored at least 116.

Table 4 also shows the numbers and percentages of all regular public school students who failed the tests by only a few points. Approximately 2.5 percent of the students (and 25.0 percent of the students who failed) were within 5 points of passing the reading test. On the mathematics test, 3.1 percent of the students (and 22.0 percent of those who failed) were within 5 points of passing.

Performance by Objective and Application Category

One purpose of the North Carolina Competency Testing Program is to diagnose weaknesses in basic skill areas so that students may be remediated. Table 5 shows the average percentage correct obtained by all regular public school students within each reading and mathematics objective and application category. The second column contains the averages of the percentage correct obtained by students who failed either the reading or the mathematics test.

Over all students tested, the performance was weakest on the reading objective 'comparing and contrasting information', and on the 'street map', 'population data chart', and 'income tax form' applications. The weakest mathematics objective was 'probability and statistics', and the weakest applications were 'geometric area' and 'credit card bills'.

Students who failed the tests often scored lowest within the same skill areas that were lowest for all students tested. The average performance of failing students, however, was substantially lower on these objectives and applications than was the average performance of all students.

TABLE 3

THE NC COMPETENCY TESTS
READING AND MATHEMATICS RESULTS FOR
JUNIORS AND SENIORS TESTED IN 1988

GROUP*	READING		MATHEMATICS	
	Number Tested	Percentage Passing	Number Tested	Percentage Passing
All Juniors	6,600	70.3	8,587	67.2
Tested Before				
No	2,771	91.8	2,795	87.9
Yes	3,7[illegible]	54.5	5,712	57.1
All Seniors	3,255	68.9	3,701	66.9
Tested Before				
No	1,442	96.1	1,462	94.3
Yes	1,777	46.4	2,197	48.3

*Does not include students in the Extended Day Program

TABLE 4

STATEWIDE FREQUENCY DISTRIBUTION
READING AND MATHEMATICS TESTS
ALL REGULAR PUBLIC SCHOOL STUDENTS: 1988*

READING — Minimum Passing Score = 87					MATHEMATICS — Minimum Passing Score = 77				
Equated Score**	Number	Percent	Cumulative Number	Cumulative Percent	Equated Score**	Number	Percent	Cumulative Number	Cumulative Percent
120	3286	3.8	87178	100.0	120	437	0.5	90012	100.0
119					119	1080	1.2	89575	99.5
118	6318	7.2	83892	96.2	118	3653	4.1	88495	98.3
117					117	4477	5.0	84842	94.3
116	7843	9.0	77574	89.0	116	4549	5.1	80365	89.3
115					115	2247	2.5	75816	84.2
114	8067	9.3	69731	80.0	114	2198	2.4	73569	81.7
113	7335	8.4	61664	70.7	113	2127	2.4	71371	79.3
112	6365	7.3	54329	62.3	112	2101	2.3	69244	76.9
111					111	2041	2.3	67143	74.6
110	5679	6.5	47964	55.0	110	2034	2.3	65102	72.3
109					109	1963	2.2	63068	70.1
108	4697	5.4	42285	48.5	108	2010	2.2	61105	67.9
107	4059	4.7	37588	43.1	107	1921	2.1	59095	65.7
106					106	1955	2.2	57174	63.5
105	3534	4.1	33529	38.5	105	1876	2.1	55219	61.3
104	3040	3.5	29995	34.4	104	1857	2.1	53343	59.3
103					103	1771	2.0	51486	57.2
102	2727	3.1	26955	30.9	102	1859	2.1	49715	55.2
101	2268	2.6	24228	27.8	101	1695	1.9	47856	53.2
100					100	1754	1.9	46161	51.3
99	1955	2.2	21960	25.2	99	3401	3.8	44407	49.3
98	1802	2.1	20005	22.9	98	1612	1.8	41006	45.6
97	1605	1.8	18203	20.9	97	3202	3.6	39394	43.8
96	1409	1.6	16598	19.0	96	1534	1.7	36192	40.2
95	1244	1.4	15189	17.4	95	1510	1.7	34658	38.5
94					94	1516	1.7	33148	36.8
93	1162	1.3	13945	16.0	93				
92	994	1.1	12783	14.7	92	1429	1.6	31632	35.1
91	928	1.1	11789	13.5	91	1426	1.6	30203	33.6
90	827	0.9	10861	12.5	90	1380	1.5	28777	32.0
89	759	0.9	10034	11.5	89	2676	3.0	27397	30.4
88					88	1236	1.4	24721	27.5
87	718	0.8	9275	10.6	87				
86	564	0.6	8557	9.8	86	1206	1.3	23485	26.1
85	554	0.6	7993	9.2	85	1107	1.2	22279	24.8
84	565	0.6	7439	8.5	84	1135	1.3	21172	23.5
83					83	2122	2.4	20037	22.3
82	455	0.5	6874	7.9	82	929	1.0	17915	19.9
81	431	0.5	6419	7.4	81	991	1.1	16986	18.9
80	412	0.5	5988	6.9	80	898	1.0	15995	17.8
79	321	0.4	5576	6.4	79	888	1.0	15097	16.8
78	347	0.4	5255	6.0	78	838	0.9	14209	15.8
77	287	0.3	4908	5.6	77	791	0.9	13371	14.9
76	303	0.3	4621	5.3	76	773	0.9	12580	14.0
75	250	0.3	4318	5.0	75	692	0.8	11807	13.1
74	217	0.2	4068	4.7	74	698	0.8	11115	12.3
73	212	0.2	3851	4.4	73				
72					72	608	0.7	10417	11.6
71	193	0.2	3639	4.2	71	654	0.7	9809	10.9
70	180	0.2	3446	4.0	70	576	0.6	9155	10.2
69	167	0.2	3266	3.7	69	516	0.6	8579	9.5
2-68	3099	3.6	3099	3.6	2-68	8063	9.0	8063	9.0

*This table includes sophomores, juniors, and seniors taking the tests. Totals will not equal totals in tables which include only first-time sophomores.

**Scores are equated to Edition A.

TABLE 5
READING, MATHEMATICS, AND WRITING OBJECTIVES AND APPLICATIONS SUMMARY ALL REGULAR PUBLIC SCHOOL STUDENTS

STATE OBJECTIVES AND APPLICATIONS SUMMARY REPORT - FEB 1988 - NORTH CAROLINA COMPETENCY TEST

REGULAR PUBLIC
EDITION B

AVERAGES OF THE PERCENT CORRECT FOR COMPETENCY OBJECTIVES AND APPLICATIONS CATEGORY SCORES

READING, MATHEMATICS, AND WRITING COMPETENCY OBJECTIVES		FOR ALL STUDENTS TESTED IN ONE OR MORE TESTS READING, MATH, WRITING — IN THE STATE	FOR STUDENTS FAILING ONE OR MORE TESTS READING, MATH, WRITING — IN THE STATE
READING COMPETENCY OBJECTIVES--	WORD KNOWLEDGE/CONTEXT/ABBREVIATIONS -	90.5	60.7
	FOLLOWING DIRECTIONS -	96.1	81.0
	MAIN IDEA, RELATED DETAIL -	94.1	72.1
	CLASSIFYING INFORMATION -	89.4	62.7
	DRAWING INFERENCES -	91.2	63.7
	DRAWING CONCLUSIONS -	90.1	59.3
	COMPARING AND CONTRASTING INFORMATION -	81.8	48.1
	ORGANIZING INFORMATION -	93.4	71.4
	LOCATING AND APPLYING INFORMATION -	90.1	63.1
	INTERPRETING MAPS, CHARTS, PICTURES -	90.9	61.1
MATHEMATICS COMPETENCY OBJECTIVES--	WHOLE NUMBERS -	95.0	33.9
	FRACTIONS -	77.9	47.1
	DECIMALS -	86.1	58.0
	PERCENTS -	77.0	38.5
	MONEY PROBLEMS -	80.0	49.9
	MEASUREMENT -	79.5	51.2
	GEOMETRIC IDEAS -	68.3	41.9
	SOLVING PROBLEMS USING MAPS,TABLES,CHARTS -	79.3	49.9
	PROBABILITY AND STATISTICS -	61.6	15.4
	ESTIMATIONS -	67.0	36.9
	BASIC PROCESSES -	68.1	29.9
WRITING COMPETENCY OBJECTIVES--	TAKING A MESSAGE -	91.7	78.6
	CAPITALIZATION -	93.7	79.8
	PUNCTUATION -	83.2	58.9
	SENTENCE STRUCTURE -	84.7	55.8
	WORD USAGE -	79.5	47.7
	FORMS -	83.2	66.3
NUMBER OF STUDENTS IN EACH GROUP THAT TOOK READING		87178	8557
NUMBER OF STUDENTS IN EACH GROUP THAT TOOK MATHEMATICS		90012	12580
NUMBER OF STUDENTS IN EACH GROUP THAT TOOK WRITING OBJECTIVE TEST		94105	17416
NUMBER OF STUDENTS IN EACH GROUP THAT TOOK WRITING ESSAY TEST		91082	6833

REGULAR PUBLIC
EDITION B

TABLE 5, continued

READING, MATHEMATICS, AND WRITING CATEGORIES		AVERAGES OF THE PERCENT CORRECT FOR COMPETENCY OBJECTIVES AND APPLICATIONS CATEGORY SCORES: FOR ALL STUDENTS TESTED IN ONE OR MORE TESTS READING, MATH, WRITING — IN THE STATE	AVERAGES OF THE PERCENT CORRECT FOR COMPETENCY OBJECTIVES AND APPLICATIONS CATEGORY SCORES: FOR STUDENTS FAILING ONE OR MORE TESTS READING, MATH, WRITING — IN THE STATE
READING APPLICATION CATEGORIES--	DIRECTORIES/INDEXES - - - - - -TELEPHONE -	90.2	62.5
	TV LISTING -	94.8	74.2
	DICTIONARY PAGE -	95.3	75.4
	CLASSIFIED AD -	93.4	71.3
	STORE -	91.6	59.0
	MAPS - - - - - - - - - - - - - - - HIGHWAY -	90.2	64.8
	CITY -	91.9	64.8
	STREET -	83.3	49.2
	DIRECTIONS - - - - - - - - MEDICINE LABEL -	98.2	90.5
	HIGHWAY SIGNS -	94.1	79.9
	RECIPE/OWNER'S MANUAL -	94.4	71.3
	COMMUNICATION/INTERPRETATION - NEWSPAPER -	87.1	47.8
	DRIVER'S LICENSE -	96.0	77.0
	BUSINESS LETTER -	95.9	76.1
	WARRANTIES -	96.8	81.7
	UTILITY BILL -	92.8	70.8
	CHARTS - - - - - - - - - - - - TIME ZONES -	86.3	51.8
	POPULATION DATA -	82.3	50.0
	POSTAL RATES -	89.5	56.3
	APPLICATION/FORMS - - - - - LIBRARY CARD -	96.5	85.6
	AUTO LOAN -	95.5	77.9
	EMPLOYMENT -	91.8	73.0
	SOCIAL SECURITY CARD -	98.8	91.5
	INCOME TAX -	78.5	40.6
MATHEMATICS APPLICATION CATEGORIES--	COMPUTATION - - - - - - - WHOLE NUMBERS -	95.0	83.9
	DECIMALS -	86.1	58.0
	FRACTIONS/MIXED NUMBERS -	77.9	47.1
	PERCENTS -	77.0	38.5
	MEASUREMENT/GEOMETRY - - - - - - RECIPE -	91.2	61.5
	THERMOMETER -	88.4	57.4
	BLUEPRINT -	86.1	65.9
	CONCEPTS -	84.6	53.1
	AREA -	48.2	22.9
	PERIMETER -	80.8	58.4
	TIME -	86.8	66.7
	EMPLOYMENT RELATED - - - - - - TIME CARD -	74.2	39.7
	PAY STUB -	86.1	49.5
	SALARY -	93.0	73.1
	PURCHASING A SERVICE/PRODUCT - - - MENU -	85.0	56.8
	PERSONAL -	68.1	32.1
	THEATER TICKETS -	80.4	48.2
	INSTALLMENTS/BILLS/RECEIPTS CREDIT CARD -	59.5	16.6
	GROCERY RECEIPT -	90.3	74.8
	UTILITY -	69.9	24.4
	RESTAURANT OR STORE -	91.0	79.5
	TRAVEL - - - - - - - - - - - - - - - MAPS -	66.6	35.1
	BUS SCHEDULE -	73.3	41.6
	KEEPING RECORDS - - - - INCOME TAX FORMS -	65.1	36.3
	CHECKBOOK -	88.3	62.9
	SALES -	72.8	34.6
	STATISTICS - - - - - - - - - - AVERAGES -	63.9	18.4
WRITING OBJECTIVE CATEGORIES--	TAKING A MESSAGE - - - TELEPHONE MESSAGE -	91.7	78.6
	CAPITALIZATION - -FIRST WORD IN SENTENCE -	98.2	93.2
	PROPER NOUNS -	92.6	76.4
	PUNCTUATION - - - - - - END PUNCTUATION -	87.9	59.3
	PERIOD -	91.2	70.1
	COMMA -	81.9	56.4
	APOSTROPHE -	76.0	54.7
	SENTENCE STRUCTURE - - - - - - FRAGMENTS -	88.9	61.0
	SUBJECT -	79.5	51.6
	PREDICATE -	85.6	54.6
	WORD USAGE - - - - - - - - - - - VERBS -	85.5	65.4
	AGREEMENT -	75.5	35.4
	NEGATIVES -	78.6	47.5
	FORMS - - - - - - - - - APPLICATION FORM -	91.9	75.7
	BUSINESS ENVELOPE -	89.4	71.4
	BUSINESS LETTER -	74.2	57.6

The Writing Objective and Writing Essay Tests

Background

The possibility of assessing writing as a third minimum competency skill was considered by the North Carolina Competency Test Commission (NCCTC) as early as 1977. Having successfully implemented competency tests in reading and mathematics, the NCCTC devoted its efforts to developing a test for writing. Beginning in 1978, the NCCTC conducted a series of meetings with special resource people (education specialists, teachers, supervisors, principals, and private citizens, including members of the business community) in order to identify minimum expectations associated with functional writing ability. Ultimately, it was determined that the measurement of writing competency would require the development of two separate tests: a writing objective test and a writing essay test. The actual work of test development, including the design of writing exercises, scoring procedures, and data analytic methods, and the pilot testing, began in 1980.

In 1984, eight writing prompts were field tested in a simulation of a statewide assessment. The following year the State Board of Education approved the recommendation of the NCCTC that two writing competency tests be added to the Competency Testing Program. The graduating class of 1988 will be the first class required to pass the writing tests in order to receive a diploma. In 1986, the writing tests were administered as part of the North Carolina Competency Testing Program to tenth-grade students.

The writing tests introduce two additional standards for graduation. The first of these standards, general proficiency in the areas of English writing mechanics, language usage, and in certain practical skill areas (such as the ability to complete a telephone message form and to address correctly a business envelope) is measured through an 84-item multiple choice writing objective test. A score of 63 (75 percent correct) on the objective test has been established as the minimum passing score.

The second standard is proficiency in the point-of-view mode of writing. This skill is measured through a writing essay test. Each student's essay is reviewed by a team of professional readers/scorers and is assigned a score of "pass" or "fail" according to four specific criteria. In order to receive a passing score, the student must (1) state a position, (2) provide at least two supporting reasons, (3) elaborate the two reasons with additional detail, and (4) write legibly in English. Each criterion defines a specific compositional skill considered fundamental to functional communication in a real world situation.

Scoring Writing Samples

Interest in the measurement of writing skill is not new in the field of education. The feeling has prevailed that the best way to judge a student's writing ability is to read actual writing samples. However, because of the difficulty in obtaining agreement between scorers, tests using actual writing samples have been unreliable.

Motivated by recent concern about the quality of writing among public school and college students, instructional and measurement specialists have researched and isolated the sources of unreliability in earlier writing tests. Through detailed specification of scoring criteria and careful training and monitoring of scorers, reliable writing tests are now available.

The scoring procedure used in a writing assessment program is influenced by the program's purpose. The purposes of the present assessment program as specified by the North Carolina Competency Test Commission are (1) to differentiate between students who do and who do not demonstrate competency in the point-of-view mode of writing and (2) to identify the particular deficiency for any student who does not demonstrate writing competency so that the student

may be remediated. If an essay meets all four of the criteria specified above, it receives a score of "pass". If the essay does not meet all the criteria, it receives a score of "fail" and also a statement of the particular criterion not met by the essay.

Readers are trained to disregard individual biases concerning the importance of particular characteristics of written composition. Papers illustrating various criteria are presented and discussed. Only readers scoring trial papers with a high degree of accuracy are accepted as scorers for the actual test.

Before scoring begins, student and school identification information is separated from each composition. Each essay is scored independently by two readers who are expected to assign the same score in almost all cases. Any essay receiving discrepant pass/fail scores is rescored by a specially trained team leader. Agreement between readers and consistent adherence to the scoring criteria are monitored throughout the scoring session.

Strict security is observed during the scoring process. Each reader signs a confidentiality statement and wears an identification badge while in the scoring area. All scoring materials remain in the scoring rooms. Security personnel monitor compliance with security guidelines.

The Writing Task

The North Carolina Competency Writing Essay Test requires each student to write a point-of-view essay. Point-of-view essays must include sufficient and clearly stated elaboration so that the position taken is meaningfully communicated. Specifically, the following criteria must be met:

- The writer must identify the subject matter and take a dominant position.
- The writer must provide at least two distinct reasons for taking the position.
- The writer must extend (clarify) at least two reasons by providing additional supporting detail.
- The writer must write legibly in English.

Essays are written in response to a prompt such as the following:

STATEMENT A: Students should be required to attend school until age sixteen.

STATEMENT B: Students should not be required to attend school until age sixteen.

Students are directed to read the statements, to choose <u>one</u> of the statements as their position, and to write an essay in which they state their position, give <u>two</u> or more different, clear reasons in support of their position, and explain each reason using details, illustrations, and/or examples.

Results for Sophomores Taking the Tests for the First Time

Table 6 presents results for sophomores taking the writing tests in 1988. Of the 72,052 public school students taking the objective test, 87.2 percent passed. Of the 71,934 students taking the writing essay test, 94.7 percent passed. Table 6 also shows the average percentage of correctly answered items for each learning objective of the writing objective test. Summary results are provided within various groups of North Carolina sophomores.

The passing rates for sophomores taking the tests for the first time in 1986 through 1988 are presented in Table 7. The passing rate for public school sophomores on the writing objective test is 1.5 percentage points lower than the passing rate in 1987. The passing rate on the

TABLE 6

SUMMARY OF WRITING OBJECTIVE AND ESSAY COMPETENCY TEST RESULTS FOR SOPHOMORES TAKING THE TESTS FOR THE FIRST TIME IN 1988

North Carolina Competency Test Program

State Report

Regular Public

February 1988

		Number Tested		Percent Passing								
				WRITING OBJECTIVE TEST								
		Objective	Essay	TAKING A MESSAGE	CAPITALIZATION	PUNCTUATION	SENTENCE STRUCTURE	WORD USAGE	FORMS	WRITING OBJECTIVE TEST*	WRITING ESSAY TEST
Total Group Tested											
First Time Sophomores	State	72052	71934	93	95	85	87	83	85	87.2	94.7
Failed Objective Test or Essay											
Failed Objective	State	9206		79	80	59	57	49	65	0.0	
Failed Essay	State		3799								0.0
Sex											
Male	State	36053	35958	92	93	83	85	81	81	82.8	93.0
Female	State	35982	35959	94	97	88	90	85	88	91.6	96.5

TABLE 6, continued

North Carolina Competency Test Program

State Report

Regular Public

February 1988

		Number Tested		WRITING OBJECTIVE TEST Percent Passing							
		Objective	Essay	TAKING A MESSAGE	CAPITALIZATION	PUNCTUATION	SENTENCE STRUCTURE	WORD USAGE	FORMS	WRITING OBJECTIVE TEST*	WRITING ESSAY TEST
Ethnic Group											
American Indian	State	1132	1130	91	94	82	83	76	83	80.1	91.9
Black	State	20813	20767	89	93	80	83	72	80	74.9	90.9
White	State	49150	49086	95	96	88	90	88	86	92.7	96.4
Other	State	837	830	92	93	86	88	82	83	83.9	92.8
Exceptional Classification											
None	State	62096	62035	93	96	86	89	84	85	90.0	96.2
Academically Gifted	State	3744	3737	98	99	97	98	97	92	99.4	99.6
Multi-Handicapped	State	22	20	80	73	59	61	63	60	31.8	60.0
Hearing Impaired	State	46	47	87	90	76	71	62	76	60.9	70.2

TABLE 6, continued

North Carolina Competency Test Program

State Report

Regular Public

February 1988

		Number Tested		Percent Passing							
				WRITING OBJECTIVE TEST							
		Objective	Essay	TAKING A MESSAGE	CAPITALIZATION	PUNCTUATION	SENTENCE STRUCTURE	WORD USAGE	FORMS	WRITING OBJECTIVE TEST*	WRITING ESSAY TEST
Visually Impaired	State	33	33	82	88	74	78	72	74	66.7	84.8
Speech/Language Impaired	State	45	45	87	84	70	70	57	66	42.2	86.7
Emotionally Handicapped	State	287	280	78	80	62	61	57	65	35.5	62.9
Orthopedically Handicapped	State	45	45	82	86	65	72	71	72	53.3	80.0
Specific Learning Disabilities	State	2170	2153	83	83	65	62	55	71	36.3	74.3
Other Health Impairment	State	0	0								
Educable Mentally Handicapped	State	1013	994	61	66	46	44	39	55	5.9	38.3
Not Coded	State	2508	2502	93	95	84	87	83	84	86.3	95.5

essay test is 3.7 percentage points higher than in 1987. The percentages passing both writing tests were higher for American Indian students in 1988 than in 1987. The largest gain on the essay test occurred among black students (6.2 percentage points) and American Indian students (7.9 percentage points). However, the passing rate for black students on the objective test declined by 3.2 percentage points.

For students not classified as exceptional 90.0 percent passed the writing objective test and 96.2 passed the essay test. About 99.4 percent of the academically gifted students passed the objective test and 99.6 percent passed the writing essay test. Passing rates for non-handicapped students were 90.5 on the writing objective test and 96.4 percent on the essay test. Passing rates for the writing tests vary widely among different groups of handicapped students. Passing rates were higher on the writing essay test than on the writing objective test for all handicapped groups.

Results for Juniors and Seniors

At the 1988 administration of the Competency Tests, 10,286 juniors took the writing objective test and 9,349 juniors took the writing essay test. Table 8 presents results for these students. Approximately 57.4 percent passed the writing objective test and 84.0 percent passed the essay test. Passing rates for juniors taking the tests for the first time are higher than rates for juniors who had taken and failed the tests in a previous administration. Of the juniors who had taken the tests before, 46.8 percent passed the objective test and 80.9 percent passed the essay test.

The writing tests were first administered to sophomores in 1986 and became a requirement for graduation with the class of 1988. The 1988 administration was the first to include seniors. Of the seniors who took the tests, 59.5 percent passed the objective test and 83.1 percent passed the essay test. Of the seniors who had taken the tests before, 49.2 percent passed the objective test and 77.5 percent passed the essay test.

TABLE 8

THE NC COMPETENCY TESTS
WRITING OBJECTIVE AND ESSAY TEST RESULTS FOR
JUNIORS AND SENIORS TESTED IN 1988

	OBJECTIVE TEST		ESSAY TEST	
GROUP*	**Number Tested**	**Percentage Passing**	**Number Tested**	**Percentage Passing**
All Juniors	10,286	57.4	9,349	84.0
Tested Before				
No	2,800	85.2	2,764	91.5
Yes	7,398	46.8	6,499	80.9
All Seniors	6,292	59.5	4,556	83.1
Tested Before				
No	1,508	91.1	1,488	94.0
Yes	4,706	49.2	3,006	77.5

*Does not include students in the Extended Day Program

TABLE 7

THE NC COMPETENCY TESTS
WRITING OBJECTIVE AND ESSAY TESTS: 1986-1988

PERCENTAGE OF FIRST-TIME STUDENTS PASSING WRITING OBJECTIVE TEST

GROUP	1986	1987	1988
State	86.9	88.7	87.2
Ethnic Group			
American Indian	75.0	76.1	80.1
Black	73.7	78.1	74.9
White	92.5	93.3	92.7
Other	82.3	84.5	83.9
Handicap			
Non-Handicapped	90.7	91.9	90.5
Handicapped	23.9	30.3	28.7
Exceptional Classification			
None	90.1	91.5	90.0
Academically Gifted	99.6	99.5	99.4
Multihandicapped	35.7	32.6	31.8
Hearing Impaired	43.5	61.4	60.9
Visually Impaired	63.0	80.6	66.7
Speech/Language Impaired	37.0	57.6	42.2
Emotionally Handicapped	32.4	37.4	35.5
Orthopedically Impaired	73.0	72.7	53.3
Learning Disabled	30.6	37.4	36.3
Educable Mentally Handicapped	5.1	8.2	5.9

PERCENTAGE OF FIRST-TIME STUDENTS PASSING WRITING ESSAY TEST

GROUP	1986	1987	1988
State	87.8	91.0	94.7
Ethnic Group			
American Indian	78.9	84.0	91.9
Black	81.6	84.7	90.9
White	90.5	93.7	96.4
Other	85.9	87.3	92.8
Handicap			
Non-Handicapped	90.1	93.0	96.4
Handicapped	47.0	54.8	63.7
Exceptional Classification			
None	89.7	92.6	96.2
Academically Gifted	98.3	99.0	99.6
Multihandicapped	31.7	55.0	60.0
Hearing Impaired	63.0	68.4	70.2
Visually Impaired	88.9	77.1	84.8
Speech/Language Impaired	51.9	68.8	86.7
Emotionally Handicapped	43.1	56.2	62.9
Orthopedically Impaired	69.4	77.3	80.0
Learning Disabled	56.2	64.1	74.3
Educable Mentally Handicapped	26.1	31.3	38.3

TABLE 9

STATEWIDE FREQUENCY DISTRIBUTION
WRITING OBJECTIVE TEST
ALL REGULAR PUBLIC SCHOOL STUDENTS: 1988*

Minimum Passing Score=63

Equated Score**	Number	Percent	Cumulative Number	Cumulative Percent
84	4432	4.7	94105	100.0
83	4611	4.9	89673	95.3
82	6009	6.4	85062	90.4
81	5888	6.3	79053	84.0
80	5541	5.9	73165	77.7
79	5039	5.4	67624	71.9
78	4688	5.0	62585	66.5
77	4305	4.6	57897	61.5
76	4145	4.4	53592	56.9
75	3674	3.9	49447	52.5
74	3461	3.7	45773	48.6
73	3195	3.4	42312	45.0
72	2910	3.1	39117	41.6
71	2722	2.9	36207	38.5
70	2537	2.7	33485	35.6
69	2424	2.6	30948	32.9
68	2114	2.2	28524	30.3
67	2024	2.2	26410	28.1
66	1874	2.0	24386	25.9
65	1906	2.0	22512	23.9
64	1631	1.7	20606	21.9
63	1559	1.7	18975	20.2
62	1494	1.6	17416	18.5
61	1376	1.5	15922	16.9
60	1271	1.4	14546	15.5
59	1180	1.3	13275	14.1
58	1077	1.1	12095	12.9
57	1000	1.1	11018	11.7
56	915	1.0	10018	10.6
55	854	0.9	9103	9.7
54	765	0.8	8249	8.8
53	657	0.7	7484	8.0
52	611	0.6	6827	7.3
51	557	0.6	6216	6.6
5 - 50	5659	6.0	5659	6.0

*This table includes sophomores and juniors taking the writing objective test. Totals will not equal totals in tables which include only first-time takers.
**All writing objective test scores are equated.

Achievement on the Writing Objective Test

A minimum score of 63 is required to pass the 84-item writing objective test. Approximately 81.5 percent of all students tested scored 63 or above. Table 9 provides distributional information for the writing objective test. Approximately 16 percent of students scored 82 or above and 4.7 percent scored a perfect 84.

Among the 17,416 students who failed the objective test, 6,398 (36.7 percent) were within 5 points of passing.

Performance by Objective and Category

One purpose of the North Carolina Competency Testing Program is to diagnose specific weaknesses in basic skill areas so that students may be remediated. A student who meets all the objectives (criteria) on the writing essay test receives a score of 'pass'. A student who does not meet one or more of the objectives (criteria) receives a score of 'fail'. Table 10 shows the numbers and percentages of students who did not meet each writing essay test objective for 1987 and 1988. The categories of failing scores are hierarchical. If a student fails because he or she did not take a position, the student did not meet any of the criteria. If a student fails because he or she did not give two reasons, the student did take a position. If a student fails because he or she did not elaborate two reasons, the student did take a position and did provide two reasons. At the 1988 administration, less than 1 percent of the students did not give at least two reasons in support of their position, a decline of 2.3 percentage points from the 1987 administration.

TABLE 10

WRITING ESSAY TEST SCORE POINT DISTRIBUTION

	1987		1988	
Score Point	Number	Percent	Number	Percent
Pass	70,589	91.0	68,135	94.7
Fail: Did not take a position	70	.1	74	.1
Fail: Did not give two reasons	2,488	3.2	652	.9
Fail: Did not elaborate two reasons	4,390	5.7	3,032	4.2
Fail: Could not be scored	32	.0	41	.0

Table 5 shows the average percentage correct for each objective and application category of the writing objective test. Percentages for students who failed the writing objective test are in the second column.

For all students tested, performance was weakest on the 'word usage', 'punctuation', and 'forms' objectives, and the 'business letter', 'subject-verb agreement', and 'apostrophe' application categories. Students who failed the objective test often scored lowest within the same skill areas that were lowest for all students tested. The average performance of failing students, however, was substantially lower on these objectives and applications than was the average performance of all students.

Results for All Competency Tests

At the 1988 administration, of the 73,122 regular public school sophomores taking one or more competency tests for the first time, 71,006 sophomores took all four tests. Table 11 presents the pattern of numbers and percentages of students who passed all four tests or who failed one or more tests in 1988 and 1987.

Of the sophomores taking all the tests for the first time, approximately 81.2 percent fulfilled their competency test requirement by passing all four tests. Of the 13,318 students failing one or more tests, 6,961 (52.3 percent) failed only one test. Approximately 1.8 percent of all sophomores failed all four competency tests; this represents 9.4 percent of students failing one or more tests. The percentage passing all four tests in 1988 was slightly higher than in 1987. While the students who failed only the mathematics and writing objective tests increased, the percentage failing only the essay test decreased by 2.4 points.

TABLE 11

RESULTS FOR SOPHOMORES TAKING ALL FOUR COMPETENCY TESTS

Reading	Math	Writing Objective	Writing Essay	1987 Number	1987 Percent	1988 Number	1988 Percent
Fail	Fail	Fail	Fail	1,572	2.1	1,249	1.8
Fail	Fail	Fail	Pass	1,097	1.4	1,583	2.2
Fail	Fail	Pass	Fail	68	.1	58	0.1
Fail	Fail	Pass	Pass	251	.3	356	0.5
Fail	Pass	Fail	Fail	287	.4	217	0.3
Fail	Pass	Fail	Pass	451	.6	688	1.0
Fail	Pass	Pass	Fail	79	.1	43	0.1
Fail	Pass	Pass	Pass	249	.3	410	0.6
Pass	Fail	Fail	Fail	485	.6	294	0.4
Pass	Fail	Fail	Pass	1,091	1.4	1,316	1.9
Pass	Fail	Pass	Fail	374	.5	167	0.2
Pass	Fail	Pass	Pass	1,951	2.6	2,104	3.0
Pass	Pass	Fail	Fail	728	1.0	386	0.5
Pass	Pass	Fail	Pass	2,663	3.5	3,168	4.5
Pass	Pass	Pass	Fail	3,186	4.2	1,279	1.8
Pass	Pass	Pass	Pass	61,859	81.0	57,688	81.2
		Total		76,391	100.1	71,006	100.1

Reading and Mathematics Test Results for Educational Regions and Public School Systems

Table 12 presents the passing rates for students taking the tests for the first time in the 1978 through 1988 administrations by educational region. The reading passing rate declined in all educational regions from 1987 to 1988. The decline is largest in the Northeast, Southeast, and South Central regions where the most improvement had occurred in the 1978-87 period. In mathematics, declines in passing rates are evident in all but the Western region. Average performance by sophomores on the reading and mathematics objectives are presented in Table 13.

The percentage of students passing the reading and mathematics tests during the 1978-1988 period for the public school systems in the state are listed in Table 14. The 140 school systems are arranged by educational region. In reading, 35 school systems improved their passing rates between the 1987 and 1988 administrations. Although passing rates in reading are lower for most school systems in 1988 than in 1987, for 40 school systems the passing rates were at least 5 percentage points higher in 1988 than in 1978 and for 8 school systems the passing rates were at least 10 percentage points higher than in 1978. In mathematics, 48 school systems improved their passing rates between the 1987 and 1988 administrations. Since 1978, 58 school systems have gained at least 5 percentage points and 22 school systems have gained at least 10 percentage points in mathematics.

TABLE 12

THE NC COMPETENCY TESTS
READING AND MATHEMATICS: 1978-1988
RESULTS FOR EDUCATIONAL REGIONS

PERCENTAGE OF FIRST-TIME STUDENTS PASSING READING

REGION	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988
Northeast	85.7	86.7	88.4	88.2	89.5	89.8	94.1	92.3	93.4	93.5	91.7
Southeast	89.0	91.2	91.7	91.0	91.6	92.3	94.5	94.7	94.4	94.8	93.3
Central	90.2	90.7	91.6	90.3	92.1	91.8	94.9	94.3	94.9	93.8	93.1
South Central	88.4	90.4	90.6	91.2	91.9	91.7	94.2	92.7	93.0	93.5	91.5
North Central	91.3	93.0	94.1	92.8	93.9	93.9	96.3	95.1	95.2	95.7	94.8
Southwest	89.7	92.3	92.6	92.0	93.0	92.8	95.3	94.6	94.6	93.8	93.0
Northwest	93.4	94.5	94.6	94.3	94.7	94.7	95.8	95.7	94.5	94.7	94.2
Western	93.3	94.5	95.0	94.3	94.2	93.5	95.7	94.6	94.9	94.5	93.3

PERCENTAGE OF FIRST-TIME STUDENTS PASSING MATHEMATICS

REGION	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988
Northeast	81.3	84.2	85.0	86.4	87.6	87.3	93.7	89.4	91.0	89.9	88.9
Southeast	84.5	87.2	87.9	88.9	88.4	88.8	92.7	91.0	92.6	91.0	89.1
Central	85.6	87.8	88.5	87.5	88.8	88.9	93.8	91.7	93.4	90.2	89.7
South Central	82.7	87.2	88.1	88.7	88.4	88.6	92.6	89.9	92.0	90.6	87.7
North Central	86.7	89.4	90.4	89.9	91.2	90.8	94.7	92.6	93.3	91.4	91.1
Southwest	85.7	89.8	90.1	90.4	91.2	90.5	93.7	92.4	93.3	90.2	89.2
Northwest	89.3	91.5	91.7	91.5	91.7	92.0	94.4	92.1	92.6	91.1	91.0
Western	89.0	90.9	91.2	91.3	91.0	90.6	94.4	90.8	93.2	89.8	90.0

Note. For the years 1978-1985, students took the tests for the first time in the fall of their junior year. In 1986 through 1988, students took the tests for the first time in the spring of their sophomore year.

TABLE 13

SUMMARY OF READING AND MATHEMATICS COMPETENCY TEST RESULTS FOR SOPHOMORES TAKING THE TESTS FOR THE FIRST TIME IN 1988 RESULTS FOR EDUCATIONAL REGIONS

North Carolina Competency Test Program

State Report

Regular Public

February 1988

	Number Tested		READING COMPETENCY OBJECTIVES										MATHEMATICS COMPETENCY OBJECTIVES										Percent Passing	
	Read	Math	R1. Word Knowledge/Context/Abbreviations	R2. Following Directions	R3. Main Idea, Related Detail	R4. Classifying Information	R5. Drawing Inferences	R6. Drawing Conclusions	R7. Comparing and Contrasting Information	R8. Organizing Information	R9. Locating and Applying Information	R10. Interpreting Maps, Charts, Pictures	M1. Whole Numbers	M2. Fractions	M3. Decimals	M4. Percents	M5. Money Problems	M6. Measurement	M7. Geometric Ideas	M8. Solving Problems Using Maps, Tables, Charts	M9. Probability and Statistics	M10. Estimation	M11. Basic Processes	Reading	Mathematics
1 Northeast	4077	4078	91	90	90	90	91	91	81	94	91	91	96	79	87	79	79	80	69	79	62	55	69	91.7	88.9
2 Southeast	8261	8259	92	90	90	90	92	91	82	94	91	92	96	79	87	78	80	81	69	81	62	56	69	93.3	89.1
3 Central	11163	11166	92	90	90	91	92	92	83	94	92	92	96	81	88	80	81	82	71	82	66	56	71	93.1	89.7
4 South Central	9609	9606	90	90	90	89	91	90	80	94	90	91	95	79	87	76	79	79	67	79	61	55	67	91.5	87.7
5 North Central	13105	13135	93	90	91	91	93	93	85	95	92	93	96	80	89	79	81	82	71	83	66	57	72	94.8	91.1
6 Southwest	12273	12296	92	90	90	90	92	92	83	94	91	92	95	80	88	78	80	81	69	81	64	56	70	93.0	89.2
7 Northwest	7527	7539	93	90	90	91	93	92	85	94	92	93	96	80	89	81	82	82	71	83	66	57	73	94.2	91.0
8 Western	6309	6314	93	90	90	91	93	92	85	94	91	93	96	80	88	80	81	82	71	81	64	57	72	93.3	90.0

TABLE 14

THE NC COMPETENCY TESTS
READING AND MATHEMATICS: 1978-1988
RESULTS FOR PUBLIC SCHOOL SYSTEMS

Note. For the years 1978-1985, students took the tests for the first time in the fall of their junior year. In 1986-1988, students took the tests for the first time in the spring of their sophomore year.

TABLE 14

NORTHEAST REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Beaufort County	86.0	84.0	90.7	88.1	87.7	87.6	96.1	94.2	313
Washington City	81.0	85.0	85.0	88.8	88.3	92.8	96.8	92.8	276
Bertie County	79.0	81.0	79.2	79.3	83.8	86.7	87.9	85.5	283
Camden County	88.0	90.0	95.7	91.1	90.9	94.4	98.7	95.6	91
Chowan County	85.0	82.0	89.3	79.3	90.4	94.0	95.9	91.3	161
Currituck County	92.0	91.0	97.1	92.6	95.8	93.4	97.4	93.8	97
Dare County	99.0	96.0	98.4	96.2	92.3	98.2	98.8	97.6	168
Gates County	84.0	86.0	78.5	93.9	94.9	88.1	90.8	90.7	118
Hertford County	87.0	88.0	87.1	86.2	87.6	87.0	91.0	84.7	301
Hyde County	84.0	80.0	84.9	85.3	96.7	82.1	93.7	93.2	73
Martin County	86.0	86.0	87.2	88.1	89.8	91.9	95.8	94.8	308
Pasquotank County	84.0	89.0	90.7	90.9	87.8	87.3	95.8	92.7	314
Perquimans County	86.0	89.0	91.0	92.0	92.1	91.9	96.0	88.6	88
Pitt County	86.0	87.0	89.0	89.3	91.4	88.4	94.0	93.9	668
Greenville City	92.0	92.0	91.9	91.3	92.0	91.8	94.5	93.6	392
Tyrrell County	79.0	83.0	90.8	98.0	91.1	84.6	95.2	100.0	45
Washington County	84.0	82.0	85.5	86.7	87.7	88.9	88.2	91.4	210

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Beaufort County	77.0	77.0	86.7	84.2	79.6	84.1	95.4	88.5	313
Washington City	74.0	78.0	80.5	81.0	85.5	87.2	97.2	87.4	277
Bertie County	77.0	83.0	75.3	80.2	88.1	87.4	90.5	86.6	283
Camden County	81.0	77.0	96.8	92.2	90.0	97.2	98.7	93.5	92
Chowan County	85.0	80.0	85.4	81.8	88.1	93.4	94.5	85.2	162
Currituck County	92.0	92.0	97.1	92.6	97.5	93.4	97.4	95.8	96
Dare County	98.0	96.0	96.7	95.4	91.4	94.2	97.7	98.2	168
Gates County	80.0	82.0	81.9	91.8	93.2	88.1	90.1	90.7	118
Hertford County	79.0	86.0	84.6	85.9	87.3	84.8	91.1	81.0	300
Hyde County	73.0	77.0	79.3	86.3	89.2	82.1	96.8	91.8	73
Martin County	83.0	84.0	85.9	85.4	85.3	87.9	93.8	92.8	307
Pasquotank County	82.0	90.0	89.6	91.4	85.6	82.5	92.8	90.8	314
Perquimans County	85.0	87.0	91.9	87.0	87.6	95.1	94.9	89.8	88
Pitt County	80.0	85.0	82.2	88.6	89.5	85.3	93.0	89.1	670
Greenville City	90.0	89.0	87.0	85.8	90.8	89.3	94.0	91.0	391
Tyrrell County	76.0	81.0	98.5	95.9	93.3	87.2	93.7	95.6	45
Washington County	76.0	79.0	77.0	81.0	82.9	83.7	90.6	87.7	211

TABLE 14, continued

NORTHEAST REGION

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING				
Beaufort County	92.7	96.6	88.9	298
Washington City	93.1	93.1	92.9	281
Bertie County	87.4	86.8	87.8	312
Camden County	97.9	100.0	97.5	80
Chowan County	96.3	93.4	93.8	145
Currituck County	95.8	97.2	99.2	133
Dare County	97.0	100.0	96.1	204
Gates County	94.2	95.3	93.5	123
Hertford County	89.6	89.0	88.7	293
Hyde County	90.8	97.7	84.9	73
Martin County	95.5	94.5	93.2	353
Pasquotank County	96.0	92.1	94.5	329
Perquimans County	97.9	90.6	89.2	130
Pitt County	92.6	94.0	91.1	1089
Greenville City	92.7	merged with Pitt County		
Tyrrell County	100.0	100.0	98.1	53
Washington County	89.1	90.3	87.3	181

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS				
Beaufort County	87.5	94.4	86.2	298
Washington City	90.8	91.0	89.3	281
Bertie County	90.0	86.2	88.5	312
Camden County	96.8	100.0	96.2	80
Chowan County	94.5	91.2	92.4	145
Currituck County	93.7	97.3	97.0	132
Dare County	97.5	98.8	95.1	203
Gates County	94.9	91.4	90.2	123
Hertford County	86.3	81.0	88.1	294
Hyde County	88.4	91.9	88.9	72
Martin County	90.9	90.1	89.0	355
Pasquotank County	92.2	86.6	91.7	327
Perquimans County	92.8	89.9	83.2	131
Pitt County	91.8	88.8	86.6	1091
Greenville City	87.9	merged with Pitt County		
Tyrrell County	97.9	98.4	96.2	53
Washington County	88.8	89.9	86.2	181

TABLE 14, continued

SOUTHEAST REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Brunswick County	82.0	86.0	87.1	84.1	86.1	91.8	93.4	91.4	456
Carteret County	90.0	96.0	92.6	95.2	94.2	92.9	94.9	96.7	391
Craven County	86.0	87.0	91.9	90.2	91.2	92.4	95.4	95.7	720
New Bern City	88.0	93.0	92.8	merged with Craven County					
Duplin County	87.0	91.0	91.5	87.4	89.8	90.0	94.5	92.3	478
Greene County	85.0	87.0	91.9	94.4	90.1	94.3	96.5	95.4	174
Jones County	85.0	90.0	84.6	95.5	86.0	87.9	94.8	89.7	87
Lenoir County	91.0	91.0	90.1	92.2	94.6	93.0	96.3	94.2	449
Kinston City	94.0	95.0	95.8	95.7	94.8	95.9	96.3	96.6	292
New Hanover County	93.0	94.0	93.6	94.5	94.2	95.3	94.7	96.1	1343
Onslow County	92.0	95.0	94.2	93.3	94.0	92.9	96.4	96.5	925
Pamlico County	91.0	88.0	90.3	92.5	90.1	93.3	94.1	96.3	107
Pender County	83.0	90.0	88.5	89.3	86.3	87.5	87.6	93.8	256
Sampson County	86.0	91.0	86.8	86.2	87.1	87.1	93.1	91.4	396
Clinton City	92.0	88.0	86.0	88.8	89.9	93.8	93.4	87.7	162
Wayne County	88.0	90.0	94.4	90.0	91.7	93.2	93.9	94.5	848
Goldsboro City	86.0	82.0	87.6	86.4	90.4	87.3	92.3	94.6	242

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Brunswick County	74.0	79.0	78.0	79.4	78.9	84.1	90.4	84.8	455
Carteret County	85.0	94.0	91.4	93.1	94.5	91.7	94.5	93.1	390
Craven County	80.0	84.0	93.8	90.5	88.5	88.8	92.7	92.1	721
New Bern City	81.0	88.0	89.9	merged with Craven County					
Duplin County	82.0	89.0	92.0	85.5	91.6	87.3	93.4	90.6	478
Greene County	84.0	87.0	91.0	95.5	90.7	93.0	94.7	90.9	175
Jones County	82.0	90.0	85.2	94.4	89.0	90.9	93.0	87.5	88
Lenoir County	86.0	85.0	86.9	87.7	87.6	87.4	91.9	90.0	448
Kinston City	91.0	92.0	93.8	93.6	92.5	92.5	97.7	93.4	290
New Hanover County	89.0	90.0	87.6	91.7	89.4	91.2	92.1	91.8	1343
Onslow County	89.0	90.0	92.2	94.2	93.2	92.0	96.0	95.0	926
Pamlico County	86.0	88.0	81.3	94.3	84.4	90.7	95.3	95.3	107
Pender County	81.0	87.0	84.9	86.9	80.6	87.2	85.7	90.7	258
Sampson County	86.0	88.0	80.2	83.6	85.9	84.7	93.3	87.4	396
Clinton City	88.0	84.0	82.2	86.3	83.7	88.2	91.4	79.9	164
Wayne County	85.0	86.0	89.9	87.1	86.8	89.3	91.8	91.4	847
Goldsboro City	75.0	74.0	79.7	77.9	83.8	77.7	87.3	86.5	245

TABLE 14, continued

SOUTHEAST REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING 1986	1987	1988	Number Tested 1988
Brunswick County	94.9	95.1	94.3	512
Carteret County	93.8	95.8	96.2	501
Craven County	97.0	94.6	94.0	865
New Bern City	merged with Craven County			
Duplin County	92.5	90.1	89.6	604
Greene County	95.3	96.4	94.1	186
Jones County	92.9	89.8	89.2	102
Lenoir County	95.0	93.5	94.4	431
Kinston City	93.0	95.9	95.2	311
New Hanover County	95.6	96.5	93.2	1358
Onslow County	96.2	97.6	94.7	1085
Pamlico County	94.2	93.1	89.5	143
Pender County	93.1	96.3	91.7	350
Sampson County	90.2	93.1	94.1	442
Clinton City	89.1	93.5	91.8	182
Wayne County	95.4	94.6	93.6	876
Goldsboro City	89.4	91.0	88.2	313

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS 1986	1987	1988	Number Tested 1988
Brunswick County	89.4	87.8	89.1	506
Carteret County	91.8	92.5	92.4	500
Craven County	93.9	92.7	88.2	866
New Bern City	merged with Craven County			
Duplin County	92.8	89.7	87.5	601
Greene County	91.2	94.0	89.8	186
Jones County	94.5	88.4	87.1	101
Lenoir County	92.9	88.5	90.8	434
Kinston City	95.8	94.2	89.6	309
New Hanover County	93.4	91.5	87.7	1361
Onslow County	96.5	95.4	94.6	1087
Pamlico County	96.2	94.4	91.6	143
Pender County	90.2	89.5	86.0	350
Sampson County	89.3	89.8	88.7	441
Clinton City	86.1	86.5	87.3	181
Wayne County	94.0	91.3	88.4	881
Goldsboro City	81.6	77.4	80.1	312

TABLE 14, continued

CENTRAL REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Durham County	96.0	97.0	97.4	95.8	96.6	95.9	97.9	96.9	1001
Durham City	90.0	88.0	91.9	88.1	91.9	90.9	95.2	95.6	298
Edgecombe County	83.0	83.0	82.4	78.8	84.8	87.0	90.8	89.3	309
Tarboro City	88.0	85.0	88.3	91.2	89.5	92.6	98.0	94.4	196
Franklin County	90.0	92.0	90.4	86.9	88.9	89.9	94.1	93.0	244
Franklinton City	92.0	84.0	90.5	90.4	84.5	79.0	83.3	85.1	87
Granville County	90.0	90.0	94.1	89.7	90.7	94.2	94.9	93.4	467
Halifax County	77.0	73.0	81.3	75.6	84.6	80.0	86.5	90.5	283
Roanoke Rapids City	95.0	96.0	98.6	95.5	96.4	96.7	98.9	94.7	187
Weldon City	77.0	82.0	77.6	91.8	91.1	87.1	86.2	83.1	71
Johnston County	93.0	95.0	95.7	93.7	95.7	93.8	97.1	95.4	874
Nash County	86.0	85.0	90.1	88.0	91.2	88.1	93.2	93.3	685
Rocky Mount City	91.0	94.0	92.8	91.8	93.5	93.5	94.2	95.4	349
Northampton County	83.0	83.0	87.1	82.7	83.7	88.5	84.9	88.7	213
Vance County	86.0	87.0	90.2	88.8	90.2	90.6	93.1	91.8	514
Wake County	93.0	94.0	93.8	94.0	93.8	94.5	97.2	96.2	3697
Warren County	84.0	89.0	86.0	85.1	88.1	81.9	90.5	91.4	186
Wilson County	88.0	90.0	87.4	86.6	91.9	89.3	93.1	91.4	872

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Durham County	94.0	94.0	95.5	93.5	93.2	93.2	96.0	92.4	993
Durham City	75.0	82.0	87.3	78.4	85.3	78.6	92.1	89.3	299
Edgecombe County	77.0	81.0	79.2	77.9	85.3	82.9	89.1	88.3	307
Tarboro City	87.0	79.0	82.3	89.0	86.7	82.4	96.5	91.3	196
Franklin County	84.0	89.0	89.0	83.6	84.3	86.4	90.2	92.6	243
Franklinton City	86.0	77.0	88.6	89.4	80.4	75.6	78.5	81.6	87
Granville County	84.0	88.0	91.1	88.8	88.8	92.3	94.4	92.1	470
Halifax County	72.0	72.0	82.1	74.5	85.2	86.4	88.0	90.8	284
Roanoke Rapids City	95.0	94.0	98.1	95.5	96.4	96.2	97.8	90.9	187
Weldon City	77.0	72.0	70.9	83.5	68.9	80.6	83.1	78.9	71
Johnston County	90.0	92.0	92.6	91.0	93.2	92.0	96.0	93.9	874
Nash County	81.0	81.0	86.0	82.7	89.5	85.9	92.4	92.8	691
Rocky Mount City	86.0	92.0	93.3	91.2	91.0	92.3	92.0	91.0	345
Northampton County	76.0	79.0	78.1	74.8	79.1	79.0	86.3	83.6	213
Vance County	83.0	82.0	87.4	84.3	90.2	91.5	94.8	92.0	514
Wake County	90.0	92.0	90.9	92.2	90.2	91.7	95.9	93.3	3694
Warren County	73.0	83.0	74.3	77.3	79.9	75.2	89.6	85.9	185
Wilson County	83.0	87.0	83.2	84.1	86.0	85.0	92.0	88.8	869

TABLE 14, continued

CENTRAL REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Durham County	97.8	96.9	96.0	1174
Durham City	92.7	91.5	91.1	384
Edgecombe County	92.5	90.0	91.2	353
Tarboro City	99.5	93.7	93.2	191
Franklin County	91.5	97.6	90.8	283
Franklinton City	90.6	81.9	83.8	111
Granville County	92.8	92.8	91.8	426
Halifax County	90.7	85.4	84.9	385
Roanoke Rapids City	95.4	98.1	99.0	207
Weldon City	97.2	93.3	90.4	83
Johnston County	95.7	95.4	96.4	990
Nash County	93.3	94.1	92.7	741
Rocky Mount City	94.6	92.3	85.3	368
Northampton County	90.6	85.1	86.1	245
Vance County	91.1	91.5	88.2	527
Wake County	96.8	95.4	95.2	3695
Warren County	94.2	93.4	96.2	184
Wilson County	92.4	90.9	91.5	816

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Durham County	94.8	93.4	91.3	1167
Durham City	84.3	78.8	75.5	384
Edgecombe County	91.3	88.1	86.5	355
Tarboro City	97.2	89.5	91.6	191
Franklin County	86.8	96.0	84.7	281
Franklinton City	89.4	75.6	85.7	112
Granville County	90.8	87.9	86.7	429
Halifax County	92.2	82.1	78.9	389
Roanoke Rapids City	95.9	95.7	97.1	207
Weldon City	93.0	88.0	91.6	83
Johnston County	95.0	92.9	94.4	988
Nash County	93.0	90.5	91.0	745
Rocky Mount City	94.8	88.6	82.1	364
Northampton County	93.5	84.7	86.5	245
Vance County	91.7	89.2	89.0	529
Wake County	95.4	92.2	92.1	3690
Warren County	89.0	87.1	88.2	186
Wilson County	92.0	88.0	89.6	821

TABLE 14, continued

SOUTH CENTRAL REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Bladen County	84.0	87.0	90.8	88.4	89.1	88.3	91.9	91.1	395
Columbus County	81.0	86.0	85.1	89.2	89.5	86.6	87.6	88.7	551
Whiteville City	95.0	90.0	92.9	91.7	94.5	91.6	96.0	96.5	171
Cumberland County	93.0	93.0	95.7	95.7	96.6	96.0	96.7	95.2	2729
Fayetteville City	93.0	93.0	93.1	94.1	92.1	94.3	97.2	merged with Cumberland	
Harnett County	90.0	91.0	88.7	90.0	90.1	92.0	93.8	92.2	731
Hoke County	85.0	88.0	78.9	90.4	92.2	89.9	93.4	93.6	295
Lee County	92.0	89.0	93.4	92.0	92.2	96.1	95.3	95.0	498
Montgomery County	87.0	94.0	88.0	88.9	88.8	93.6	93.5	91.4	278
Moore County	93.0	94.0	93.2	95.7	92.9	92.4	95.5	93.0	646
Richmond County	90.0	88.0	89.2	89.0	88.9	87.5	93.4	90.2	461
Robeson County	77.0	82.0	82.0	80.1	85.9	84.4	92.5	89.7	728
Fairmont City	81.0	80.0	69.8	90.3	90.5	87.4	91.1	88.1	143
Lumberton City	90.0	93.0	97.8	93.0	98.0	96.7	95.9	92.3	260
Maxton City	80.0	merged with Robeson County							
Red Springs City	85.0	92.0	87.4	88.9	93.0	93.1	86.2	86.9	99
Saint Pauls City	86.0	85.0	87.7	90.0	90.0	90.3	89.2	90.6	106
Scotland County	81.0	94.0	92.1	87.2	89.8	88.7	93.3	91.0	401

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Bladen County	73.0	83.0	89.1	82.5	85.2	84.4	92.2	82.8	396
Columbus County	71.0	84.0	83.8	88.6	85.0	84.6	87.5	84.9	551
Whiteville City	93.0	88.0	92.9	90.7	92.8	88.5	94.8	93.0	171
Cumberland County	88.0	90.0	94.3	95.0	95.1	95.4	95.7	93.0	2731
Fayetteville City	87.0	91.0	91.3	92.3	85.1	88.6	93.4	merged with Cumberland	
Harnett County	87.0	88.0	88.0	89.8	88.4	91.0	92.7	90.5	728
Hoke County	83.0	87.0	79.8	84.8	86.6	88.4	89.3	88.1	295
Lee County	88.0	90.0	92.6	90.9	90.9	93.1	93.9	88.8	498
Montgomery County	83.0	90.0	85.2	87.3	82.8	86.1	92.3	89.9	278
Moore County	88.0	90.0	91.1	91.7	89.6	86.2	93.4	89.9	645
Richmond County	84.0	84.0	84.1	86.1	86.6	83.3	91.4	89.1	460
Robeson County	69.0	75.0	75.6	73.4	82.9	78.2	91.5	88.9	727
Fairmont City	75.0	72.0	56.8	87.1	86.2	83.8	85.5	83.2	143
Lumberton City	84.0	92.0	94.2	88.1	95.1	93.7	91.4	86.5	260
Maxton City	70.0	merged with Robeson County							
Red Springs City	83.0	88.0	79.8	86.9	82.6	85.1	86.2	90.9	99
Saint Pauls City	76.0	76.0	83.8	89.1	82.0	90.3	91.2	88.7	106
Scotland County	78.0	88.0	89.1	81.9	81.1	85.8	90.6	90.3	393

TABLE 14, continued

SOUTH CENTRAL REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Bladen County	88.3	89.6	90.4	456
Columbus County	90.0	92.5	88.0	582
Whiteville City	97.7	98.1	94.2	189
Cumberland County	95.8	95.5	94.4	3154
Fayetteville City				
Harnett County	93.2	92.8	89.3	792
Hoke County	91.8	94.1	89.1	320
Lee County	93.5	96.3	94.5	508
Montgomery County	91.4	93.6	91.0	278
Moore County	93.3	93.0	90.6	588
Richmond County	92.8	93.6	92.3	571
Robeson County	86.0	87.3	86.5	976
Fairmont City	89.2	94.8	89.2	139
Lumberton City	96.0	92.0	91.5	307
Maxton City				
Red Springs City	95.6	93.6	92.9	127
Saint Pauls City	92.1	91.4	90.0	100
Scotland County	92.6	93.3	91.0	522

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Bladen County	85.7	84.6	79.3	454
Columbus County	88.2	89.0	85.1	579
Whiteville City	94.9	97.1	94.2	189
Cumberland County	94.9	92.5	90.3	3154
Fayetteville City				
Harnett County	92.2	89.5	83.9	790
Hoke County	90.3	88.2	81.2	325
Lee County	93.4	93.9	91.6	510
Montgomery County	90.5	90.4	87.6	275
Moore County	92.3	88.5	85.5	587
Richmond County	90.9	91.4	89.4	575
Robeson County	87.5	86.7	85.8	972
Fairmont City	88.0	90.8	88.5	139
Lumberton City	93.5	91.9	90.0	309
Maxton City				
Red Springs City	92.6	85.6	82.8	128
Saint Pauls City	89.3	81.9	88.0	100
Scotland County	90.8	93.7	89.6	520

TABLE 14, continued

NORTH CENTRAL REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Alamance County	90.0	94.0	92.9	91.1	93.7	92.6	96.2	95.3	785
Burlington City	94.0	98.0	96.5	96.0	97.5	95.2	97.8	96.7	508
Caswell County	84.0	85.0	90.5	88.7	89.8	94.4	92.8	93.9	231
Chatham County	95.0	92.0	97.4	94.3	94.6	95.8	97.8	94.0	385
Davidson County	95.0	97.0	96.5	95.4	97.3	95.1	97.2	97.4	1017
Lexington City	90.0	90.0	95.3	92.4	91.8	93.0	93.5	90.8	239
Thomasville City	89.0	89.0	92.1	87.4	89.0	85.3	95.0	89.7	156
Forsyth County	90.0	93.0	93.5	93.2	93.6	93.3	95.4	94.2	2552
Guilford County	93.0	95.0	95.2	94.6	96.0	95.7	97.8	97.2	1743
Greensboro City	89.0	90.0	90.8	88.2	90.0	90.6	94.9	94.6	1516
High Point City	90.0	93.0	94.5	88.4	91.8	90.8	95.7	92.5	570
Orange County	90.0	87.0	94.9	93.1	93.5	94.6	94.1	94.2	359
Chapel Hill City	90.0	92.0	96.6	96.5	97.1	97.9	99.0	97.3	442
Person County	92.0	91.0	94.8	93.4	92.4	95.3	97.1	95.2	395
Randolph County	96.0	96.0	97.9	96.8	97.9	97.0	98.3	97.5	816
Asheboro City	95.0	98.0	96.5	98.4	97.4	95.2	97.0	98.0	255
Rockingham County	89.0	96.0	93.8	92.4	87.1	90.4	95.4	94.1	238
Eden City	94.0	94.0	94.1	96.6	91.6	93.6	96.2	92.8	307
Madison-Mayodan City	87.0	90.0	90.2	89.2	92.6	94.7			
Western Rockingham							95.2	91.5	282
Reidsville City	85.0	86.0	89.5	85.6	93.4	96.0	96.3	91.3	264
Stokes County	91.0	92.0	94.1	94.7	95.8	95.2	96.5	94.4	448

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Alamance County	84.0	91.0	88.4	86.5	89.8	90.2	95.1	94.0	785
Burlington City	93.0	97.0	95.1	93.3	96.7	93.5	98.3	93.9	506
Caswell County	74.0	81.0	80.9	80.8	80.6	79.1	90.9	90.0	231
Chatham County	89.0	88.0	93.7	92.7	90.9	92.5	96.3	88.8	385
Davidson County	92.0	95.0	94.9	92.7	95.0	91.7	94.0	92.7	1015
Lexington City	84.0	81.0	86.3	87.1	89.6	89.9	90.0	86.2	239
Thomasville City	88.0	89.0	92.1	89.3	87.4	84.0	89.9	89.1	156
Forsyth County	84.0	89.0	90.7	91.7	91.0	90.4	93.2	92.3	2559
Guilford County	92.0	93.0	92.3	92.6	93.5	93.9	96.8	94.3	1744
Greensboro City	84.0	84.0	85.4	82.9	85.9	87.4	94.4	92.5	1514
High Point City	83.0	88.0	87.8	84.1	87.1	87.2	93.6	89.8	569
Orange County	82.0	78.0	88.4	83.4	89.4	94.0	89.8	86.0	357
Chapel Hill City	85.0	87.0	94.2	94.0	97.7	97.4	97.5	97.3	444
Person County	88.0	87.0	90.7	90.5	89.8	91.9	94.8	95.4	394
Randolph County	94.0	93.0	95.4	95.3	96.0	92.6	96.6	94.5	815
Asheboro City	92.0	93.0	93.9	95.3	94.9	92.3	97.5	97.3	255
Rockingham County	83.0	91.0	89.9	89.3	88.2	87.7	95.4	92.0	238
Eden City	87.0	89.0	92.1	94.2	90.7	88.2	95.5	93.1	306
Madison-Mayodan City	87.0	90.0	84.5	89.2	92.6	91.6			
Western Rockingham							95.9	91.2	283
Reidsville City	75.0	79.0	79.0	79.7	89.0	88.3	91.9	82.6	265
Stokes County	88.0	91.0	92.5	96.0	95.8	93.5	95.5	94.2	449

TABLE 14, continued

NORTH CENTRAL REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING 1986	1987	1988	Number Tested 1988
Alamance County	95.1	95.3	95.6	825
Burlington City	97.4	96.2	95.9	464
Caswell County	91.2	95.4	92.5	253
Chatham County	94.5	95.4	96.6	379
Davidson County	96.4	97.4	95.0	1092
Lexington City	89.9	94.4	96.3	214
Thomasville City	93.2	94.0	91.9	160
Forsyth County	94.5	95.0	94.3	2557
Guilford County	96.7	96.8	96.1	1716
Greensboro City	94.9	96.7	93.7	1408
High Point City	94.5	92.5	91.3	439
Orange County	94.1	93.9	95.9	318
Chapel Hill City	96.8	97.3	96.6	264
Person County	94.8	94.2	92.6	417
Randolph County	98.0	96.8	96.1	873
Asheboro City	97.1	98.0	94.1	204
Rockingham County	96.1	95.3	93.5	231
Eden City	94.7	92.3	93.8	275
Madison-Mayodan City Western Rockingham	93.4	94.1	96.0	276
Reidsville City	91.1	93.0	93.3	285
Stokes County	94.3	97.1	95.8	455

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS 1986	1987	1988	Number Tested 1988
Alamance County	93.0	91.6	93.1	826
Burlington City	94.7	92.8	92.5	469
Caswell County	87.3	88.7	84.6	254
Chatham County	91.3	89.7	91.1	380
Davidson County	94.0	92.5	90.2	1091
Lexington City	87.9	79.6	82.2	213
Thomasville City	87.0	87.3	80.7	161
Forsyth County	92.8	91.4	90.5	2571
Guilford County	95.3	93.2	92.8	1731
Greensboro City	92.4	91.6	91.5	1406
High Point City	92.8	87.1	91.2	434
Orange County	91.9	89.2	93.4	317
Chapel Hill City	95.9	95.3	94.8	269
Person County	94.3	93.3	90.9	417
Randolph County	96.2	92.1	92.3	873
Asheboro City	96.3	92.5	90.7	204
Rockingham County	93.8	91.2	88.3	231
Eden City	91.6	87.7	91.9	272
Madison-Mayodan City Western Rockingham	94.5	91.1	93.1	277
Reidsville City	86.7	86.4	86.3	284
Stokes County	93.8	93.5	92.5	455

TABLE 14, continued

SOUTHWEST REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Anson County	74.0	86.0	89.1	88.6	90.2	90.2	93.5	90.0	309
Cabarrus County	94.0	96.0	96.4	96.5	94.8	96.9	96.3	96.4	824
Concord City	95.0	92.0	94.7	89.9	90.0	merged with Cabarrus County			
Kannapolis City	91.0	91.0	98.9	99.4	98.5	97.6	99.0	97.1	280
Cleveland County	85.0	87.0	90.5	85.8	89.7	88.9	92.9	94.6	609
Kings Mountain City	91.0	89.0	92.0	86.9	88.4	92.6	93.8	95.0	222
Shelby City	92.0	92.0	91.2	88.8	95.2	87.6	97.3	98.3	230
Gaston County	91.0	94.0	94.3	92.6	94.5	92.3	95.9	94.7	2092
Lincoln County	89.0	95.0	92.3	92.1	92.5	87.3	93.7	93.8	533
Mecklenburg County	88.0	91.0	91.3	92.0	92.1	93.5	95.1	94.1	4415
Rowan County	92.0	94.0	94.5	92.8	93.7	94.0	95.3	94.6	839
Salisbury City	96.0	89.0	92.5	87.1	91.2	89.4	94.3	92.4	172
Stanly County	94.0	95.0	93.3	93.6	95.7	92.2	94.8	96.3	431
Albemarle City	89.0	90.0	89.9	82.7	95.3	91.9	96.0	91.7	133
Union County	92.0	96.0	93.2	95.1	94.3	95.6	95.5	96.4	731
Monroe City	90.0	93.0	91.9	92.0	91.1	93.2	96.5	92.0	176

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Anson County	69.0	83.0	88.3	90.1	91.7	90.8	95.0	90.3	309
Cabarrus County	89.0	92.0	95.0	93.8	91.2	93.2	95.6	92.8	820
Concord City	93.0	91.0	89.9	86.4	89.6	merged with Cabarrus County			
Kannapolis City	86.0	82.0	95.7	96.5	95.2	91.6	95.2	90.4	280
Cleveland County	85.0	85.0	87.2	83.9	91.1	89.2	88.9	89.0	609
Kings Mountain City	84.0	86.0	89.2	85.4	90.3	92.3	92.7	91.1	225
Shelby City	88.0	88.0	86.5	86.1	94.1	88.0	94.6	95.7	230
Gaston County	86.0	92.0	90.7	90.0	90.7	89.5	93.4	91.7	2095
Lincoln County	88.0	92.0	91.5	90.3	90.0	86.4	91.2	92.1	534
Mecklenburg County	84.0	90.0	89.4	91.5	92.0	91.8	94.9	93.5	4403
Rowan County	90.0	89.0	92.0	91.1	90.0	90.8	94.1	91.1	841
Salisbury City	90.0	86.0	88.7	86.5	84.1	86.7	93.7	84.8	171
Stanly County	89.0	93.0	90.9	91.2	92.2	86.9	92.3	95.6	430
Albemarle City	89.0	87.0	87.3	78.3	92.2	87.0	90.5	89.5	133
Union County	87.0	93.0	90.8	91.8	90.7	91.8	92.3	94.5	732
Monroe City	87.0	94.0	86.1	89.7	86.1	86.9	88.4	86.4	176

TABLE 14, continued

SOUTHWEST REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Anson County	91.3	92.1	90.6	351
Cabarrus County	97.1	95.2	95.2	852
Concord City				
Kannapolis City	97.5	95.3	93.1	275
Cleveland County	94.6	91.9	92.3	557
Kings Mountain City	94.1	94.9	95.3	254
Shelby City	93.3	95.0	93.9	230
Gaston County	94.3	94.8	93.7	2250
Lincoln County	93.1	91.2	92.0	628
Mecklenburg County	94.2	93.1	92.0	4058
Rowan County	95.3	95.1	93.6	973
Salisbury City	93.3	94.1	86.8	174
Stanly County	94.5	93.9	94.9	489
Albemarle City	92.7	91.9	94.4	144
Union County	97.0	95.4	94.3	809
Monroe City	96.0	93.5	89.5	229

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Anson County	91.3	92.9	90.9	352
Cabarrus County	94.9	92.2	92.4	850
Concord City				
Kannapolis City	96.1	89.5	88.8	278
Cleveland County	90.9	88.7	90.1	553
Kings Mountain City	94.9	95.3	94.9	256
Shelby City	92.5	92.5	88.3	230
Gaston County	93.1	89.5	88.6	2252
Lincoln County	91.9	86.8	89.0	636
Mecklenburg County	93.9	90.0	88.6	4068
Rowan County	91.3	89.9	87.6	972
Salisbury City	92.0	85.9	82.0	178
Stanly County	94.7	92.4	92.8	488
Albemarle City	86.1	88.2	93.7	144
Union County	94.9	92.7	91.3	809
Monroe City	90.4	87.4	82.2	230

TABLE 14, continued

NORTHWEST REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Alexander County	94.0	98.0	92.5	93.9	96.8	95.5	95.6	93.7	303
Alleghany County	93.0	94.0	94.3	92.1	87.2	91.1	96.9	93.5	123
Ashe County	91.0	91.0	89.2	91.6	95.7	93.9	95.0	95.6	252
Avery County	90.0	93.0	91.4	92.0	90.6	91.3	92.2	92.7	192
Burke County	93.0	93.0	95.3	95.2	96.6	96.4	96.8	96.4	921
Caldwell County	92.0	95.0	94.4	92.5	96.4	94.3	96.4	96.8	710
Catawba County	95.0	96.0	95.2	95.7	95.5	96.0	96.4	96.0	917
Hickory City	92.0	94.0	94.4	95.9	94.4	91.3	94.5	97.2	289
Newton City	92.0	97.0	98.9	94.9	96.2	95.2	96.5	95.6	182
Davie County	94.0	95.0	95.0	94.2	96.1	96.1	96.5	96.8	342
Iredell County	94.0	95.0	94.1	94.8	94.6	94.3	94.4	95.2	647
Mooresville City	94.0	95.0	94.1	87.9	95.6	92.8	93.2	95.9	146
Statesville City	97.0	91.0	92.8	89.7	88.0	95.4	91.5	93.1	231
Surry County	91.0	94.0	95.5	94.6	92.9	94.7	94.7	95.3	549
Elkin City	96.0	98.0	98.8	98.7	95.8	97.4	98.8	100.0	66
Mount Airy City	93.0	93.0	93.6	95.5	93.1	92.4	96.1	95.2	126
Watauga County	94.0	96.0	97.3	99.3	96.9	98.5	98.3	97.6	332
Wilkes County	94.0	94.0	95.0	95.3	92.6	93.7	96.1	93.8	634
Yadkin County	93.0	94.0	95.0	93.6	95.2	92.9	98.2	97.1	314

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Alexander County	91.0	96.0	90.7	92.4	93.6	95.5	93.8	90.8	303
Alleghany County	94.0	92.0	94.3	88.1	82.0	83.7	93.1	84.6	123
Ashe County	87.0	93.0	90.7	91.3	94.3	95.0	95.4	96.8	252
Avery County	82.0	84.0	86.9	88.9	89.0	91.3	91.8	86.5	193
Burke County	88.0	90.0	92.6	93.6	94.6	94.2	95.3	92.7	922
Caldwell County	89.0	91.0	90.0	89.1	92.6	91.7	96.0	93.7	711
Catawba County	93.0	95.0	93.9	93.8	92.9	93.6	95.2	93.4	920
Hickory City	91.0	93.0	92.5	93.0	90.9	88.7	93.8	95.5	289
Newton City	89.0	94.0	94.3	93.1	94.6	95.7	94.9	93.9	181
Davie County	92.0	89.0	92.2	92.1	92.4	92.4	96.2	94.1	341
Iredell County	90.0	91.0	89.6	89.2	89.7	90.5	91.0	91.3	647
Mooresville City	92.0	92.0	91.8	84.1	94.4	90.6	92.1	90.4	146
Statesville City	92.0	86.0	91.6	88.2	88.7	91.2	89.3	86.6	231
Surry County	86.0	92.0	91.5	91.4	87.9	92.1	94.9	92.7	548
Elkin City	96.0	96.0	95.3	93.5	90.3	89.6	94.0	98.5	66
Mount Airy City	88.0	89.0	87.2	93.5	89.4	86.1	95.3	91.2	125
Watauga County	92.0	93.0	96.7	98.0	96.6	96.4	97.6	93.7	332
Wilkes County	88.0	91.0	92.5	91.2	89.1	89.6	93.6	86.9	633
Yadkin County	87.0	90.0	90.1	91.0	92.9	89.4	96.4	93.6	314

TABLE 14, continued

NORTHWEST REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Alexander County	97.0	94.6	95.4	371
Alleghany County	89.4	79.0	90.6	127
Ashe County	94.0	97.1	93.9	280
Avery County	94.0	92.8	93.8	194
Burke County	93.9	94.2	93.2	883
Caldwell County	95.5	96.7	95.5	739
Catawba County	96.1	95.9	95.4	943
Hickory City	96.4	94.9	93.6	328
Newton City	93.8	96.4	96.2	160
Davie County	96.5	96.2	96.2	339
Iredell County	93.8	94.1	92.8	765
Mooresville City	90.8	96.4	96.0	174
Statesville City	92.6	91.8	91.4	221
Surry County	92.2	95.3	95.4	548
Elkin City	98.9	99.0	93.0	86
Mount Airy City	94.4	98.3	90.7	107
Watauga County	95.9	92.1	96.4	279
Wilkes County	93.8	92.2	93.0	782
Yadkin County	93.5	94.7	94.5	361

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Alexander County	94.5	93.5	92.5	372
Alleghany County	89.4	79.0	82.7	127
Ashe County	95.0	96.1	94.6	280
Avery County	91.8	85.8	79.0	195
Burke County	92.7	92.5	91.6	885
Caldwell County	94.1	93.9	94.6	740
Catawba County	95.0	93.8	94.7	944
Hickory City	93.1	92.7	88.8	329
Newton City	93.3	94.5	93.2	161
Davie County	96.5	93.8	93.5	338
Iredell County	89.5	87.8	86.7	765
Mooresville City	87.7	92.2	93.6	173
Statesville City	89.1	83.4	85.1	222
Surry County	91.5	90.4	92.4	550
Elkin City	97.8	91.2	94.2	86
Mount Airy City	93.7	96.6	84.1	107
Watauga County	93.3	89.2	91.8	279
Wilkes County	90.5	85.8	89.3	783
Yadkin County	91.5	92.7	91.7	362

TABLE 14, continued

WESTERN REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Buncombe County	95.0	96.0	97.1	96.3	96.4	96.4	97.1	97.2	1385
Asheville City	90.0	93.0	91.5	91.4	94.9	91.8	94.9	90.8	346
Cherokee County	95.0	94.0	92.4	94.3	90.3	92.4	96.6	91.9	258
Clay County	87.0	92.0	91.3	93.8	93.3	86.3	95.4	93.2	73
Graham County	92.0	93.0	99.0	92.4	92.4	86.0	96.3	97.2	71
Haywood County	92.0	96.0	96.3	96.2	96.3	94.3	94.6	92.6	566
Henderson County	97.0	95.0	96.8	94.6	96.9	95.0	97.7	95.8	595
Hendersonville City	95.0	94.0	94.4	91.3	91.5	97.5	95.8	93.2	44
Jackson County	96.0	96.0	94.8	96.3	95.4	97.0	99.2	96.7	303
Macon County	95.0	97.0	95.3	96.7	96.1	95.6	96.5	98.6	219
Madison County	95.0	93.0	96.6	92.7	95.3	90.3	92.7	90.2	184
McDowell County	92.0	95.0	92.9	92.5	93.2	94.7	96.6	95.4	453
Mitchell County	94.0	91.0	97.7	95.0	94.4	91.4	94.8	92.0	187
Polk County	96.0	93.0	91.7	92.7	85.8	95.3	95.8	92.9	84
Tryon City	90.0	100.0	93.8	95.6	98.1	93.8	98.1	98.2	57
Rutherford County	89.0	92.0	92.3	90.3	90.4	88.5	92.1	95.0	674
Swain County	90.0	94.0	97.6	92.6	90.2	89.3	92.1	90.2	102
Transylvania County	95.0	92.0	92.5	94.3	93.4	92.9	96.9	94.0	299
Yancey County	88.0	90.0	89.8	92.5	89.3	91.4	89.9	88.9	189

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Buncombe County	91.0	92.0	93.7	93.2	93.4	93.6	95.9	92.5	1380
Asheville City	82.0	87.0	83.0	83.4	90.1	87.8	89.8	86.9	344
Cherokee County	93.0	90.0	88.4	93.9	90.6	88.9	95.8	87.6	259
Clay County	84.0	89.0	88.0	95.0	94.7	91.8	94.3	89.0	73
Graham County	87.0	95.0	98.0	87.4	86.5	84.3	98.2	95.8	71
Haywood County	89.0	94.0	95.4	93.6	95.8	93.3	94.6	89.9	565
Henderson County	93.0	93.0	92.9	92.2	91.1	91.5	97.2	92.6	596
Hendersonville City	94.0	89.0	93.2	90.5	85.0	95.9	94.9	84.1	44
Jackson County	93.0	92.0	92.1	90.3	92.5	92.8	97.9	92.7	303
Macon County	87.0	96.0	97.3	93.4	94.9	93.5	96.5	91.2	217
Madison County	91.0	90.0	92.7	89.7	90.1	87.5	91.3	88.0	184
McDowell County	85.0	90.0	81.8	87.5	84.8	87.3	92.1	89.0	453
Mitchell County	85.0	86.0	93.1	91.6	86.5	86.7	91.2	87.2	187
Polk County	93.0	94.0	86.8	89.1	81.7	91.6	95.8	90.5	84
Tryon City	88.0	98.0	91.7	91.1	98.1	93.8	98.1	100.0	57
Rutherford County	85.0	87.0	85.5	89.0	88.6	85.9	90.9	91.1	674
Swain County	89.0	85.0	94.3	88.0	91.1	84.7	95.0	91.2	102
Transylvania County	93.0	91.0	91.3	91.5	93.0	91.6	94.3	94.0	301
Yancey County	86.0	89.0	88.8	93.5	88.2	89.4	92.5	85.7	189

TABLE 14, continued

WESTERN REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Buncombe County	97.0	95.0	95.1	1566
Asheville City	95.6	93.6	93.6	266
Cherokee County	94.2	93.5	95.9	269
Clay County	89.5	95.9	95.4	87
Graham County	93.6	92.2	78.7	94
Haywood County	92.5	94.6	90.9	582
Henderson County	97.2	95.5	94.4	589
Hendersonville City	95.1	97.2	95.8	118
Jackson County	93.4	95.8	94.1	272
Macon County	95.6	97.7	96.8	221
Madison County	87.0	90.3	89.6	164
McDowell County	93.9	94.0	92.1	491
Mitchell County	93.2	92.1	89.6	144
Polk County	96.6	95.6	93.4	76
Tryon City	96.6	93.7	93.2	59
Rutherford County	93.2	94.0	91.8	699
Swain County	94.7	94.4	94.2	121
Transylvania County	96.8	94.9	94.8	306
Yancey County	93.9	92.4	90.3	185

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Buncombe County	94.7	89.3	91.5	1566
Asheville City	92.1	84.6	87.9	264
Cherokee County	92.2	91.0	89.9	267
Clay County	87.4	87.7	86.2	87
Graham County	87.2	94.2	79.8	94
Haywood County	92.3	90.7	89.2	583
Henderson County	94.9	90.8	91.5	587
Hendersonville City	97.1	95.8	95.8	118
Jackson County	91.0	94.1	91.5	272
Macon County	95.6	96.2	92.8	221
Madison County	86.4	91.3	84.8	164
McDowell County	91.1	86.4	89.3	495
Mitchell County	91.1	85.7	79.9	144
Polk County	98.9	80.0	88.2	76
Tryon City	96.6	89.8	90.0	60
Rutherford County	92.0	89.3	89.6	703
Swain County	93.8	90.3	90.1	121
Transylvania County	97.1	93.6	93.2	309
Yancey County	93.3	83.2	87.4	183

Writing Objective and Writing Essay Test Results for Educational Regions and Public School Systems

Table 15 presents the passing rates for sophomores taking the writing tests for the first time in the 1986 through 1988 administrations by educational region. All eight educational regions had higher passing rates on the writing essay test in 1988 than in 1987 and all educational regions have gained between 6.0 and 8.1 percentage points since the initial administration of the essay test in 1986. Between 1987 and 1988 administrations performance on the writing objective test declined in all educational regions. Average performance by sophomores on the objectives are presented in Table 16.

The 1986 through 1988 writing objective and essay test summary results for public school systems are presented in Table 17. School systems are arranged by educational region. On the writing essay test, 121 school systems had higher passing rates in 1988 than in 1987, and 98 school systems had passing rates at least 5 percentage points higher than in the initial 1986 administration. Although passing rates on the writing objective test declined statewide, 44 school systems had higher rates than in the 1987 administration. The percentage passing the writing objective test has improved since the first administration in 82 school systems and has improved by at least 5 percentage points in 17 school systems.

TABLE 15

THE NC COMPETENCY TESTS
WRITING OBJECTIVE AND ESSAY TESTS: 1986-1988
RESULTS FOR EDUCATIONAL REGIONS

PERCENTAGE OF FIRST-TIME STUDENTS PASSING WRITING OBJECTIVE TEST

REGION	1986	1987	1988
Northeast	85.4	89.0	86.1
Southeast	87.3	90.1	87.5
Central	87.5	88.6	87.4
South Central	84.4	85.9	83.7
North Central	88.3	90.3	89.4
Southwest	86.6	88.3	86.9
Northwest	87.1	88.9	88.6
Western	87.3	88.1	87.1

PERCENTAGE OF FIRST-TIME STUDENTS PASSING WRITING ESSAY TEST

REGION	1986	1987	1988
Northeast	86.6	88.1	93.7
Southeast	87.2	93.6	94.9
Central	87.8	89.3	94.0
South Central	85.6	86.8	93.7
North Central	89.1	92.6	95.1
Southwest	88.9	92.1	95.5
Northwest	88.5	93.0	96.1
Western	87.0	90.6	94.2

TABLE 16

SUMMARY OF WRITING OBJECTIVE AND ESSAY COMPETENCY TEST RESULTS FOR SOPHOMORES TAKING THE TESTS FOR THE FIRST TIME IN 1988 RESULTS FOR EDUCATIONAL REGIONS

North Carolina Competency Test Program

State Report

Regular Public

February 1988

	Number Tested		Percent Passing							
			WRITING OBJECTIVE TEST							
	Objective	Essay	TAKING A MESSAGE	CAPITALIZATION	PUNCTUATION	SENTENCE STRUCTURE	WORD USAGE	FORMS	WRITING OBJECTIVE TEST*	WRITING ESSAY TEST
1 Northeast	4064	4057	92	95	85	88	81	84	86.1	93.7
2 Southeast	8205	8195	92	95	86	87	82	86	87.5	94.9
3 Central	11095	11076	92	95	86	88	83	84	87.4	94.0
4 South Central	9575	9561	92	95	84	86	80	83	83.7	93.7
5 North Central	13082	13052	93	95	86	89	85	85	89.4	95.1
6 Southwest	12227	12208	94	95	85	87	83	84	86.9	95.5
7 Northwest	7517	7505	94	95	86	88	84	85	88.6	96.1
8 Western	6287	6280	93	94	84	87	84	84	87.1	94.2

TABLE 17

THE NC COMPETENCY TESTS
WRITING OBJECTIVE AND ESSAY TESTS: 1986-1988
RESULTS FOR PUBLIC SCHOOL SYSTEMS

NORTHEAST REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST				Number Tested
SCHOOL SYSTEM	1986	1987	1988	1988
Beaufort County	81.8	91.3	82.2	297
Washington City	85.3	88.2	84.9	278
Bertie County	75.4	86.6	82.6	311
Camden County	92.6	97.6	93.7	80
Chowan County	88.8	87.1	85.5	145
Currituck County	90.6	95.9	92.2	128
Dare County	94.4	96.2	94.6	202
Gates County	91.5	92.2	88.6	123
Hertford County	86.9	84.6	87.1	294
Hyde County	84.7	88.0	79.5	73
Martin County	86.5	91.1	88.4	354
Pasquotank County	86.3	87.4	89.3	327
Perquimans County	86.4	89.1	80.9	131
Pitt County	85.7	87.5	85.1	1088
Greenville City	82.7	merged with Pitt County		
Tyrrell County	97.9	96.7	94.3	53
Washington County	78.2	87.8	79.4	180

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST				Number Tested
SCHOOL SYSTEM	1986	1987	1988	1988
Beaufort County	83.0	89.2	91.9	298
Washington City	84.4	84.8	91.0	278
Bertie County	90.6	85.7	92.2	308
Camden County	92.6	94.0	97.5	80
Chowan County	87.0	93.8	97.2	145
Currituck County	92.5	89.8	96.9	128
Dare County	81.8	95.6	99.5	202
Gates County	88.7	87.5	91.9	123
Hertford County	80.9	86.1	93.5	291
Hyde County	74.1	86.7	87.7	73
Martin County	88.0	86.7	93.5	355
Pasquotank County	84.8	89.8	95.4	327
Perquimans County	84.1	82.9	93.1	131
Pitt County	88.7	89.7	93.7	1085
Greenville City	90.4	merged with Pitt County		
Tyrrell County	93.8	86.9	96.2	53
Washington County	85.0	77.6	90.6	180

TABLE 17, continued

SOUTHEAST REGION

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST				
Brunswick County	81.8	88.4	90.0	508
Carteret County	90.1	93.8	89.8	498
Craven County	90.8	89.9	87.7	863
Duplin County	86.3	83.8	82.2	589
Greene County	88.1	92.3	88.2	186
Jones County	90.5	88.1	84.3	102
Lenoir County	88.1	89.5	83.8	421
Kinston City	89.1	92.5	92.8	306
New Hanover County	89.1	91.8	87.8	1348
Onslow County	90.7	93.3	89.7	1085
Pamlico County	81.5	84.5	84.6	143
Pender County	81.9	88.1	80.5	348
Sampson County	79.5	89.3	89.1	439
Clinton City	79.0	88.3	83.1	183
Wayne County	88.2	89.6	88.2	880
Goldsboro City	84.0	88.4	87.3	306

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST				
Brunswick County	93.3	94.5	98.6	507
Carteret County	92.9	96.1	97.0	496
Craven County	90.7	94.2	95.1	860
Duplin County	83.3	88.6	92.5	589
Greene County	83.9	93.4	97.3	186
Jones County	88.3	90.5	96.1	102
Lenoir County	82.0	85.9	89.8	421
Kinston City	90.9	95.5	95.8	306
New Hanover County	87.6	96.2	96.3	1346
Onslow County	89.1	94.7	95.5	1085
Pamlico County	86.3	92.3	95.8	143
Pender County	79.5	93.7	94.8	348
Sampson County	79.1	92.1	93.2	439
Clinton City	80.0	93.9	92.3	183
Wayne County	87.1	92.9	94.3	880
Goldsboro City	88.0	95.5	91.1	304

TABLE 17, continued

CENTRAL REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Durham County	94.1	93.1	92.2	1136
Durham City	79.7	81.8	81.0	384
Edgecombe County	81.7	82.3	82.7	353
Tarboro City	93.7	87.0	88.4	190
Franklin County	84.0	92.7	86.1	281
Franklinton City	80.7	79.0	78.6	112
Granville County	83.0	84.5	86.5	429
Halifax County	77.8	78.0	71.2	385
Roanoke Rapids City	94.4	94.2	94.7	206
Weldon City	68.3	85.4	89.2	83
Johnston County	90.0	90.9	91.8	980
Nash County	83.1	90.5	84.9	741
Rocky Mount City	82.8	85.8	76.1	360
Northampton County	78.1	78.7	78.2	243
Vance County	79.1	85.0	81.0	537
Wake County	91.7	91.4	91.2	3673
Warren County	85.8	86.3	88.2	187
Wilson County	83.6	85.4	85.5	815

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Durham County	89.4	92.8	96.1	1136
Durham City	81.0	84.0	85.6	383
Edgecombe County	85.9	86.8	89.5	353
Tarboro City	91.8	93.0	93.7	189
Franklin County	86.9	94.0	92.5	281
Franklinton City	69.3	81.5	88.3	111
Granville County	90.1	87.8	95.3	429
Halifax County	80.4	78.2	91.1	384
Roanoke Rapids City	87.2	90.9	95.6	206
Weldon City	76.8	85.4	94.0	83
Johnston County	94.8	95.8	98.4	980
Nash County	82.1	86.8	94.1	741
Rocky Mount City	90.1	84.4	92.5	358
Northampton County	85.7	80.4	88.7	240
Vance County	77.9	81.9	90.1	536
Wake County	89.7	91.2	94.7	3664
Warren County	88.1	87.3	92.0	187
Wilson County	87.8	89.2	95.0	815

TABLE 17, continued

SOUTH CENTRAL REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Bladen County	80.6	83.4	81.9	453
Columbus County	80.5	84.4	79.3	579
Whiteville City	90.6	96.1	93.7	189
Cumberland County	87.9	88.7	86.8	3136
Harnett County	86.3	86.9	81.0	779
Hoke County	83.7	82.1	79.6	329
Lee County	90.9	90.0	87.8	509
Montgomery County	78.4	86.2	81.3	273
Moore County	88.4	88.6	83.1	587
Richmond County	84.0	84.8	83.9	573
Robeson County	70.3	74.6	78.1	977
Fairmont City	78.6	83.8	85.6	139
Lumberton City	86.6	86.2	81.6	310
Red Springs City	85.3	79.7	82.0	128
Saint Pauls City	78.6	76.3	83.8	99
Scotland County	82.6	86.2	83.7	515

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Bladen County	81.7	86.8	93.1	452
Columbus County	86.5	84.4	91.9	577
Whiteville City	92.3	93.6	98.9	189
Cumberland County	89.3	88.1	95.2	3134
Harnett County	84.4	86.1	92.2	780
Hoke County	85.7	80.7	92.7	328
Lee County	84.3	91.6	96.3	509
Montgomery County	90.5	88.1	92.6	270
Moore County	86.8	90.6	93.4	587
Richmond County	84.0	81.5	93.9	572
Robeson County	71.9	82.4	90.6	973
Fairmont City	86.2	96.1	95.0	139
Lumberton City	84.1	90.2	93.9	310
Red Springs City	86.8	79.4	94.5	128
Saint Pauls City	89.3	85.1	92.0	100
Scotland County	83.0	84.8	91.6	513

TABLE 17, continued

NORTH CENTRAL REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Alamance County	86.8	89.9	89.1	827
Burlington City	95.4	93.2	93.4	470
Caswell County	82.0	88.7	81.8	253
Chatham County	88.3	91.7	89.9	378
Davidson County	88.7	91.3	86.9	1092
Lexington City	82.4	88.5	91.5	213
Thomasville City	80.4	81.9	82.5	160
Forsyth County	87.9	90.1	89.6	2551
Guilford County	90.3	91.4	92.1	1715
Greensboro City	89.0	90.7	86.9	1390
High Point City	85.6	86.2	86.3	439
Orange County	85.2	88.1	90.8	315
Chapel Hill City	93.2	95.0	94.7	265
Person County	88.1	91.6	89.7	416
Randolph County	89.5	91.4	91.3	873
Asheboro City	94.9	92.2	92.8	207
Rockingham County	86.6	92.9	84.3	230
Eden City	86.3	86.8	90.8	273
West. Rockingham	87.2	86.2	88.1	278
Reidsville City	79.6	79.8	84.8	283
Stokes County	85.5	89.9	91.4	454

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Alamance County	88.1	92.7	97.7	824
Burlington City	93.0	96.1	98.3	470
Caswell County	80.8	86.2	92.5	253
Chatham County	89.5	94.6	95.3	380
Davidson County	87.4	90.5	94.7	1090
Lexington City	86.8	87.6	92.0	213
Thomasville City	91.9	92.1	93.7	160
Forsyth County	90.6	94.0	95.0	2551
Guilford County	91.3	91.1	95.2	1704
Greensboro City	85.7	92.8	93.4	1387
High Point City	84.5	85.8	93.2	438
Orange County	89.9	94.7	97.8	315
Chapel Hill City	91.6	94.9	98.5	265
Person County	86.9	96.0	95.7	416
Randolph County	93.3	95.8	95.2	872
Asheboro City	90.1	91.8	95.1	204
Rockingham County	88.6	93.5	93.9	230
Eden City	86.9	92.4	92.7	273
West. Rockingham	92.1	96.1	97.1	278
Reidsville City	88.9	91.2	91.1	280
Stokes County	84.5	86.8	96.2	449

TABLE 17, continued

SOUTHWEST REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Anson County	77.0	84.4	77.5	351
Cabarrus County	89.7	89.3	90.3	855
Kannapolis City	92.2	86.4	85.5	275
Cleveland County	81.2	82.9	87.0	555
Kings Mountain City	86.3	91.0	88.8	258
Shelby City	86.3	92.1	85.2	230
Gaston County	86.0	87.8	87.8	2245
Lincoln County	85.9	85.6	85.3	638
Mecklenburg County	86.8	88.7	86.6	4014
Rowan County	86.3	90.3	87.1	957
Salisbury City	90.7	88.6	83.2	179
Stanly County	87.4	87.0	85.5	489
Albemarle City	82.7	84.5	88.2	144
Union County	90.4	91.9	90.1	807
Monroe City	88.5	86.4	84.8	230

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST

SCHOOL SYSTEM	1986	1987	1988	Number Tested 1988
Anson County	84.9	90.3	90.0	351
Cabarrus County	89.9	93.0	96.3	854
Kannapolis City	94.0	89.4	96.0	276
Cleveland County	87.7	89.1	92.6	555
Kings Mountain City	82.9	89.0	96.1	258
Shelby City	82.8	90.6	95.7	230
Gaston County	87.9	92.8	96.2	2235
Lincoln County	84.5	91.4	96.4	634
Mecklenburg County	91.2	92.5	95.5	4010
Rowan County	86.1	92.1	95.8	956
Salisbury City	88.9	93.2	95.0	179
Stanly County	83.5	93.4	97.1	489
Albemarle City	95.3	91.2	97.9	144
Union County	88.8	93.2	95.5	807
Monroe City	88.0	87.8	89.6	230

TABLE 17, continued

NORTHWEST REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST 1986	1987	1988	Number Tested 1988
Alexander County	90.6	91.5	87.9	371
Alleghany County	80.4	83.9	85.0	127
Ashe County	85.3	86.9	86.4	280
Avery County	85.4	82.6	86.7	195
Burke County	88.3	89.5	89.6	883
Caldwell County	90.5	92.1	90.6	741
Catawba County	88.5	90.5	88.6	951
Hickory City	91.9	92.1	93.2	325
Newton City	90.2	95.0	93.2	161
Davie County	88.6	89.3	89.1	339
Iredell County	84.7	86.3	85.0	751
Mooresville City	77.1	92.9	93.1	173
Statesville City	85.7	86.5	82.6	219
Surry County	84.8	90.8	90.5	549
Elkin City	95.5	92.2	89.5	86
Mount Airy City	83.8	92.4	84.1	107
Watauga County	89.9	90.1	93.2	279
Wilkes County	84.6	83.3	87.8	778
Yadkin County	84.0	86.1	87.6	362

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST 1986	1987	1988	Number Tested 1988
Alexander County	93.3	90.8	96.8	370
Alleghany County	93.0	91.1	95.3	127
Ashe County	92.2	97.0	99.3	280
Avery County	92.7	95.2	96.9	195
Burke County	89.5	92.4	96.4	883
Caldwell County	82.9	93.6	97.8	741
Catawba County	89.6	91.6	96.3	949
Hickory City	96.1	98.0	97.5	325
Newton City	90.2	95.9	95.0	160
Davie County	86.0	92.9	92.6	339
Iredell County	88.1	92.5	95.9	747
Mooresville City	93.4	92.2	95.4	173
Statesville City	87.0	88.5	94.9	217
Surry County	83.3	95.7	95.8	549
Elkin City	92.1	93.1	89.5	86
Mount Airy City	85.3	94.9	95.3	107
Watauga County	95.3	94.3	98.2	279
Wilkes County	87.1	90.1	93.3	777
Yadkin County	85.2	94.7	96.7	362

TABLE 17, continued

WESTERN REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST 1986	1987	1988	Number Tested 1988
Buncombe County	88.8	88.6	89.4	1560
Asheville City	86.2	84.2	85.5	262
Cherokee County	88.3	84.7	89.7	262
Clay County	88.2	86.3	83.9	87
Graham County	74.8	85.7	69.9	93
Haywood County	86.6	90.4	85.3	580
Henderson County	88.6	88.8	87.9	580
Hendersonville City	86.0	94.3	94.1	118
Jackson County	88.9	90.2	88.6	272
Macon County	88.6	90.5	90.0	220
Madison County	78.7	81.6	79.9	164
McDowell County	89.3	86.9	86.9	495
Mitchell County	81.3	82.9	82.1	145
Polk County	88.9	77.8	80.3	76
Tryon City	91.2	89.1	80.0	60
Rutherford County	85.1	86.6	82.5	701
Swain County	81.4	91.7	89.9	119
Transylvania County	92.5	93.6	94.8	308
Yancey County	86.5	90.7	87.6	185

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST 1986	1987	1988	Number Tested 1988
Buncombe County	88.1	88.1	94.9	1558
Asheville City	88.7	89.8	94.3	261
Cherokee County	86.4	95.1	95.0	259
Clay County	78.3	84.5	83.9	87
Graham County	82.5	93.9	81.9	94
Haywood County	87.0	91.9	92.7	579
Henderson County	87.1	93.7	95.5	581
Hendersonville City	89.5	99.3	97.5	118
Jackson County	87.9	89.7	94.9	272
Macon County	89.9	96.1	94.6	221
Madison County	80.3	86.7	88.4	164
McDowell County	88.7	89.3	96.2	494
Mitchell County	90.1	91.2	91.7	145
Polk County	91.1	93.2	89.5	76
Tryon City	96.5	97.8	98.3	60
Rutherford County	84.3	88.0	93.3	700
Swain County	76.7	97.8	95.8	119
Transylvania County	87.1	90.3	96.8	308
Yancey County	85.9	89.9	95.1	184